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**DEMOGRAPHY
AND
HIGHER EDUCATION
IN THE
CHANGING SOUTHWEST**

COLORADO

**Western Interstate Commission for Higher Education
Information Clearinghouse**

Western Interstate Commission for Higher Education

The Western Interstate Commission for Higher Education (WICHE) is a nonprofit regional organization established by interstate compact to help western states to work together to provide high-quality, cost-effective programs to meet the education and manpower needs of the western region. Among its activities, WICHE provides information to higher education and government officials as they address important education issues in their states and across the region. The WICHE Information Clearinghouse Program serves as the primary focus for this information sharing and for the preparation of analytical reports on trends and issues affecting education in the region.

This report is part of a series of WICHE activities on the changing demography of the Southwest and steps to address the resulting educational challenges. Reports similar to this publication are also available for the states of Arizona, California, New Mexico, and Texas. Related reports published by WICHE include:

From Minority to Majority: Education and the Future of the Southwest A Report and Recommendations by the Regional Policy Committee on Minorities in Higher Education. (1987, Publication No. 2A170.)

Shaping the Future of the Southwest: Background Materials on Minorities in Education and the Economy of the Southwest. (1987, Publication No. 2A172.)

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INTRODUCTION

Colorado, like other states in the rapidly changing Southwest, has experienced significant growth in its minority populations in recent years. This growth will continue in the foreseeable future, based on current birth rates, the age distribution for these population groups, and other factors including immigration related to growth in the state economy.

Simultaneous with this population growth, the need for high-quality education is increasing. This need applies to the state as a whole struggling to keep pace in an increasingly competitive world economy and, more specifically, to those population groups who have historically been less well served by education.

This brief report documents and graphically illustrates the challenges posed by these changing conditions. Beginning with basic demographic data and trends, a series of displays show the decreasing representation of minorities at each successive level of education in Colorado. The displays also relate conditions in Colorado to those in the surrounding states of the Southwest.

Colorado is very much a part of the Southwest, culturally and economically. The conditions and trends that are apparent in Colorado are even more striking for the region as a whole. Demographic factors along with the goal of sustaining a high level of economic growth are virtually propelling the Southwest to a "minority majority," first in the school-age population and later in the population as a whole. This transition raises the educational challenges to a new level of both social urgency and economic necessity.

Much has been done to address these challenges; much more needs to be done now and in the future. The WICHE Regional Policy Committee on Minorities in Higher Education laid out a series of five goals and 20 specific recommendations in their report, From Minority to Majority: Education and the Future of the Southwest. State meetings, new coalitions, workshops, and other efforts will also be necessary to sustain public attention and achieve substantial progress in addressing these challenges. This report is intended to contribute to these efforts.

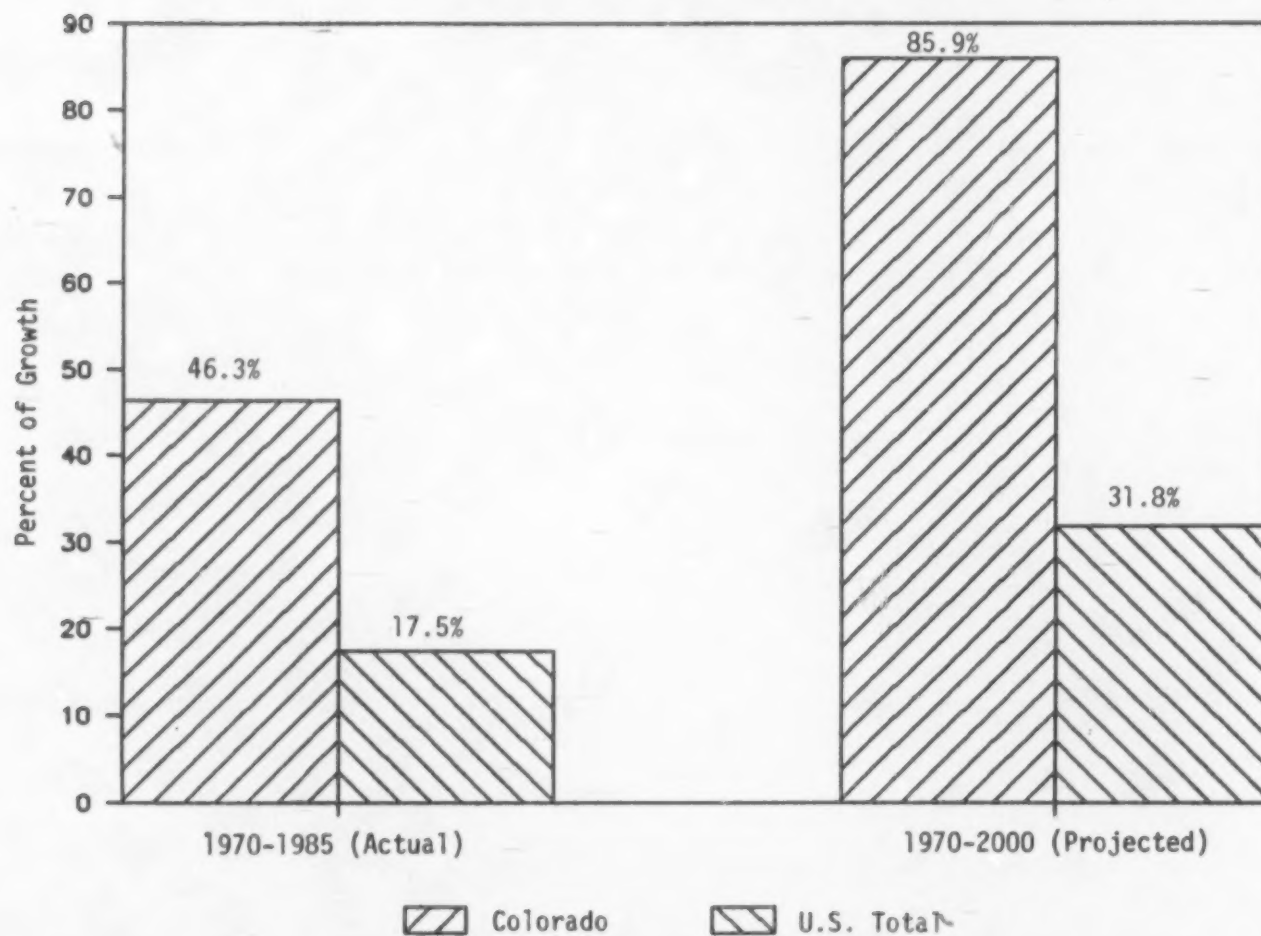
**POPULATION GROWTH IN COLORADO AND THE U.S.
1970 TO 2000 (PROJECTED)**

Colorado has grown rapidly since 1970, significantly faster than the U.S. as a whole. Both heavy immigration and comparatively high birth rate have contributed to Colorado's growth since 1970. Although immigration has slowed in recent years, the birth rate remains comparatively high for Colorado residents. Growth will continue to be rapid within the Hispanic population.

- The population of Colorado grew 46.3 percent between 1970 and 1985, compared to 17.5 percent national growth.
- Projected population growth in Colorado is 85.9 percent between 1970 and 2000, or a doubling of the 1970 population before the year 2010.
- Net immigration to Colorado was 5.7 percent between 1980 and 1985, seventh highest of all 50 states.
- Of the 55,142 births in Colorado during 1986, 23.4 percent were minority (non-Anglo), including 14.2 percent Spanish surname, and 5.6 percent Black.

Display 1
POPULATION GROWTH IN COLORADO AND THE U.S.
1970 TO 2000 (PROJECTED)

	<u>1970</u>	<u>1985</u>	<u>2000 (Projected)</u>
Colorado	2,210,000	3,234,000	4,108,000
U.S. Total	203,235,300	238,739,000	267,955,000



Source: U.S. Bureau of the Census and Colorado Division of Local Government.

**COLORADO MINORITY/MAJORITY POPULATIONS
1980 AND 2000 (PROJECTED)**

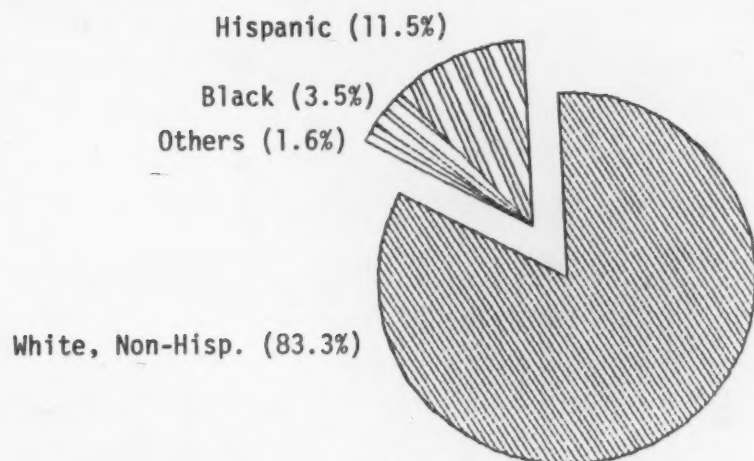
In 1980 less than 17 percent of the Colorado population was minority. This proportion is significantly higher, however, among Colorado's children and youth, and is increasing steadily. Projections by demographers with the Colorado Division of Local Government, which take into account interstate migration, birth and death rates for different population groups, and other factors, indicate a significantly larger proportion of minorities in the Colorado school-age and young adult population in the future.

- In 1980, 83.3 percent of the Colorado population was White, non-Hispanic. Hispanics were 11.5 percent and Blacks 3.5 percent of the total.
- In the 1980 population under age 25, 78.9 percent were White, non-Hispanic and 21.1 percent were minority, including 15 percent Hispanic and 4.3 percent Black.
- In the year 2000 among Colorado residents age 25 and under, non-Hispanic Whites are projected to be 73 percent of the total and minorities 27 percent, including 19.2 percent Hispanics and 5.2 percent Blacks.
- Over time, minority growth in the younger age groups will shift the composition in the total state population with minorities projected to be over 20 percent of the total state population by the year 2000.

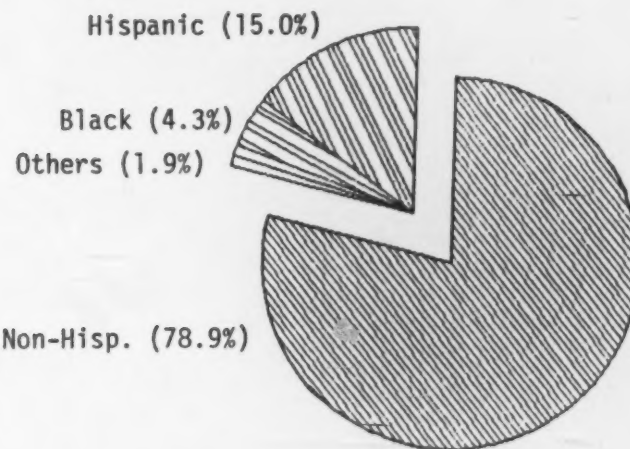
Display 2
 COLORADO MINORITY/MAJORITY POPULATIONS
 1980 and 2000 (Projected)

1980 CENSUS

All Ages

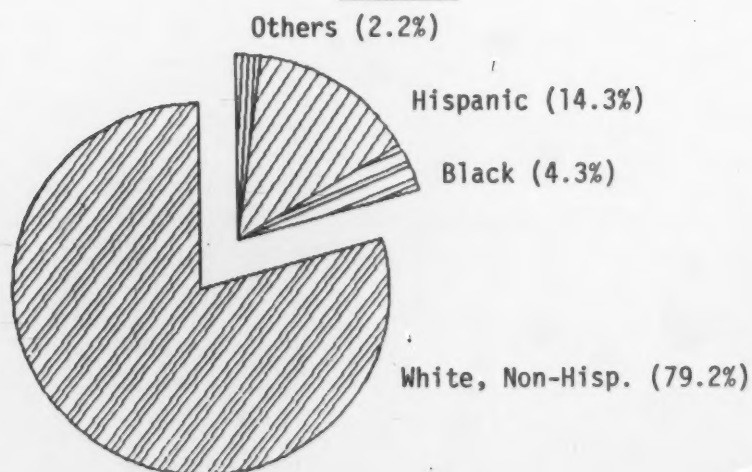


Under Age Twenty-Five

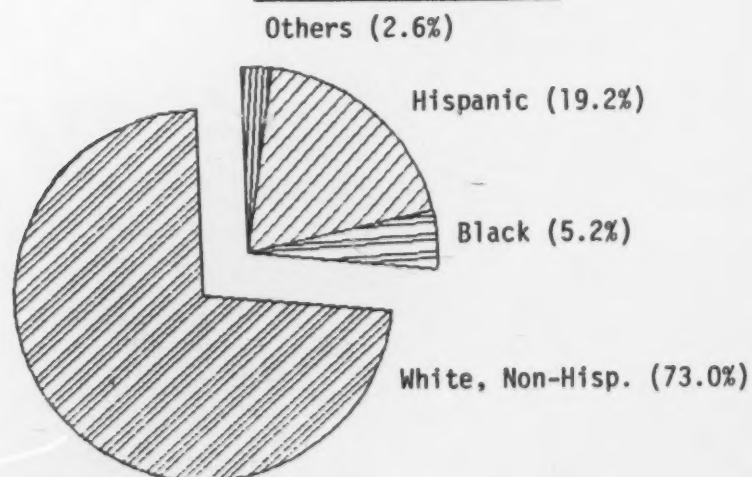


PROJECTED YEAR 2000

All Ages



Under Age Twenty-Five



Sources: 1980 Census and Colorado Division of Local Government.

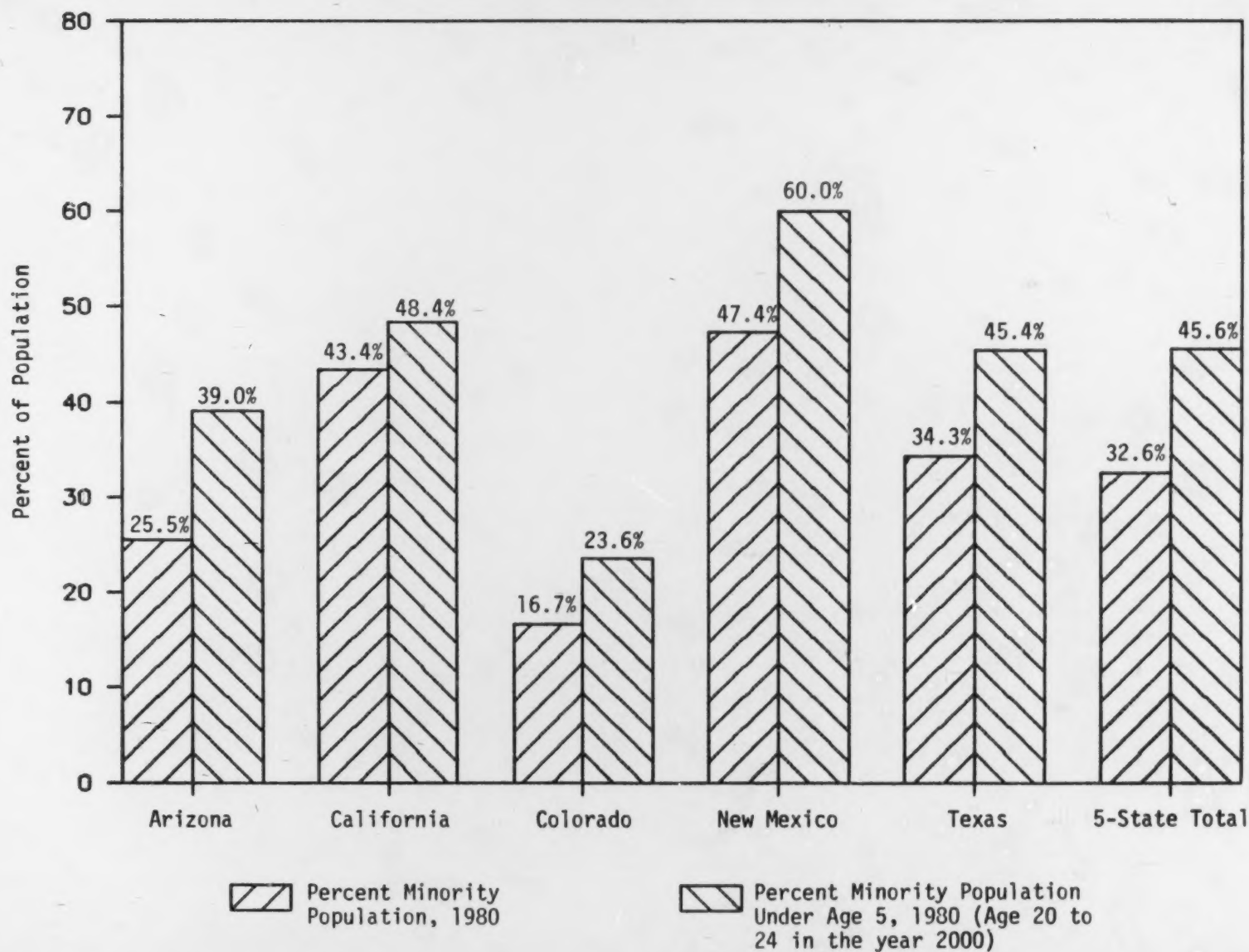
NON-ANGLO POPULATIONS IN THE SOUTHWEST 1980

Four neighboring southwestern states have even larger non-Anglo populations than Colorado. These non-Anglo populations are younger and growing more rapidly than the region's Anglo population.

- In 1980, nearly one-third (32.6 percent) of the total population of the five southwestern states was non-Anglo.
- The non-Anglo proportion is highest in New Mexico (47.4 percent of total population) and lowest in Colorado (16.7 percent).
- Among those under age five in 1980, 60 percent were non-Anglo in New Mexico, 48.4 percent in California, and 45.6 percent for the five-state region. The Colorado percentage is 23.6.

Even without continued net immigration for these groups, non-Anglo minorities will approach (and in some cases will be) a majority of the 15-20 year old population in the year 2000 in some states and areas of the Southwest. Sometime early in the 21st century, if current trends continue, non-Anglos will be a majority of the region's total population.

Display 3
NON-ANGLO POPULATIONS IN THE SOUTHWEST
1980



Source: 1980 Census.

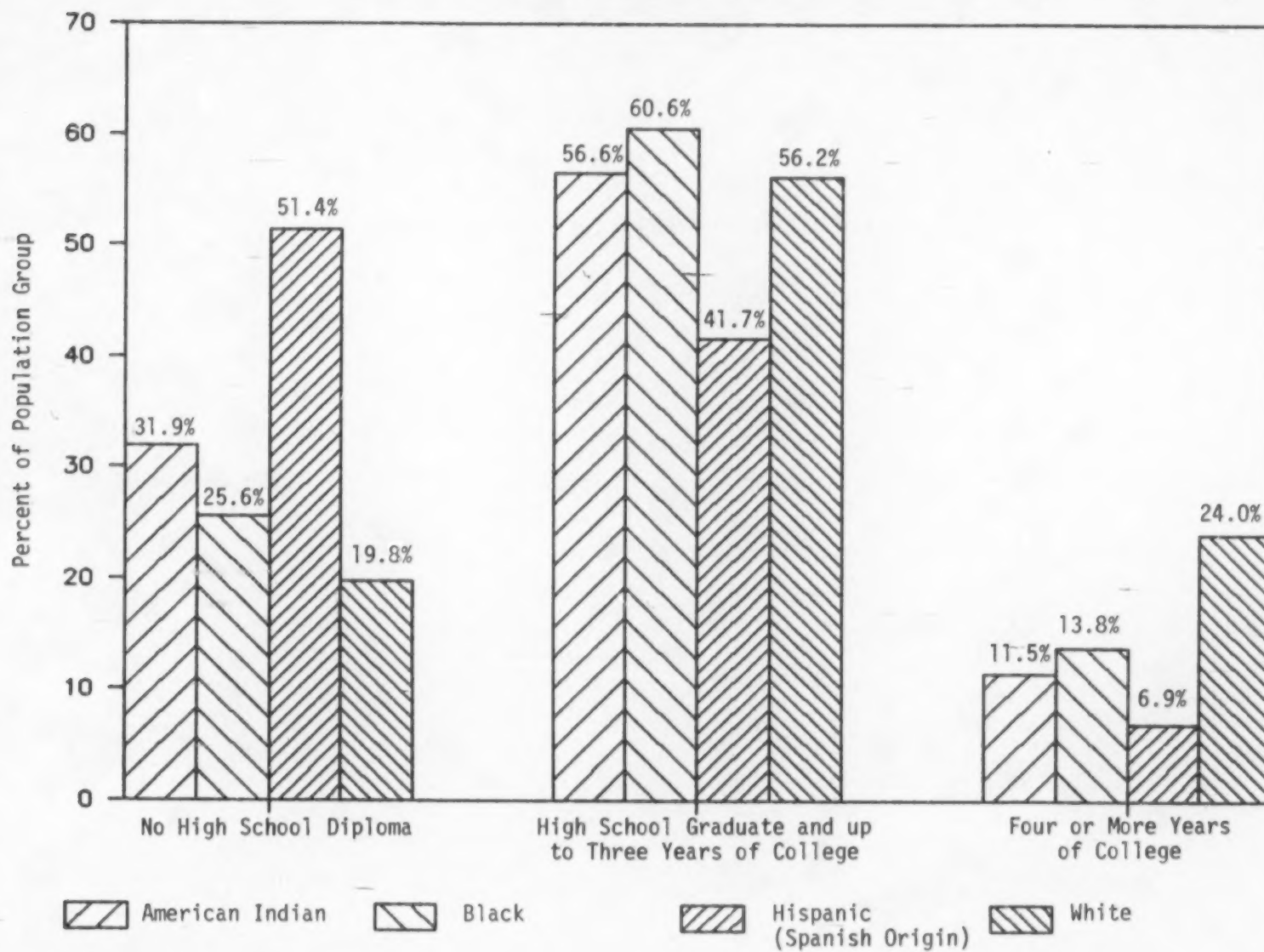
**EDUCATIONAL ATTAINMENT AMONG COLORADO ADULTS
(AGE 25 AND OVER IN 1980)**

The level of educational attainment among Colorado adults varies across racial and ethnic population groups.

- Only about one-half of Spanish origin adults in Colorado have completed four years of high school. In contrast, more than three out of four of Asian and White adults in Colorado completed high school.
- Only 11.5 percent of American Indian adults, 13.8 percent of Black adults, and 6.9 percent of Spanish origin adults have completed four or more years of college, in contrast to 27.9 percent of Asian adults and 24.0 percent of White adults.

These proportions indicate the differences in educational attainment among Colorado adult population in 1980. As the proportion of comparatively undereducated populations increases, the overall educational attainment level in Colorado may decrease unless improvements are achieved for the younger age cohorts.

Display 4
EDUCATIONAL ATTAINMENT AMONG COLORADO ADULTS
(AGE 25 OR MORE, 1980)



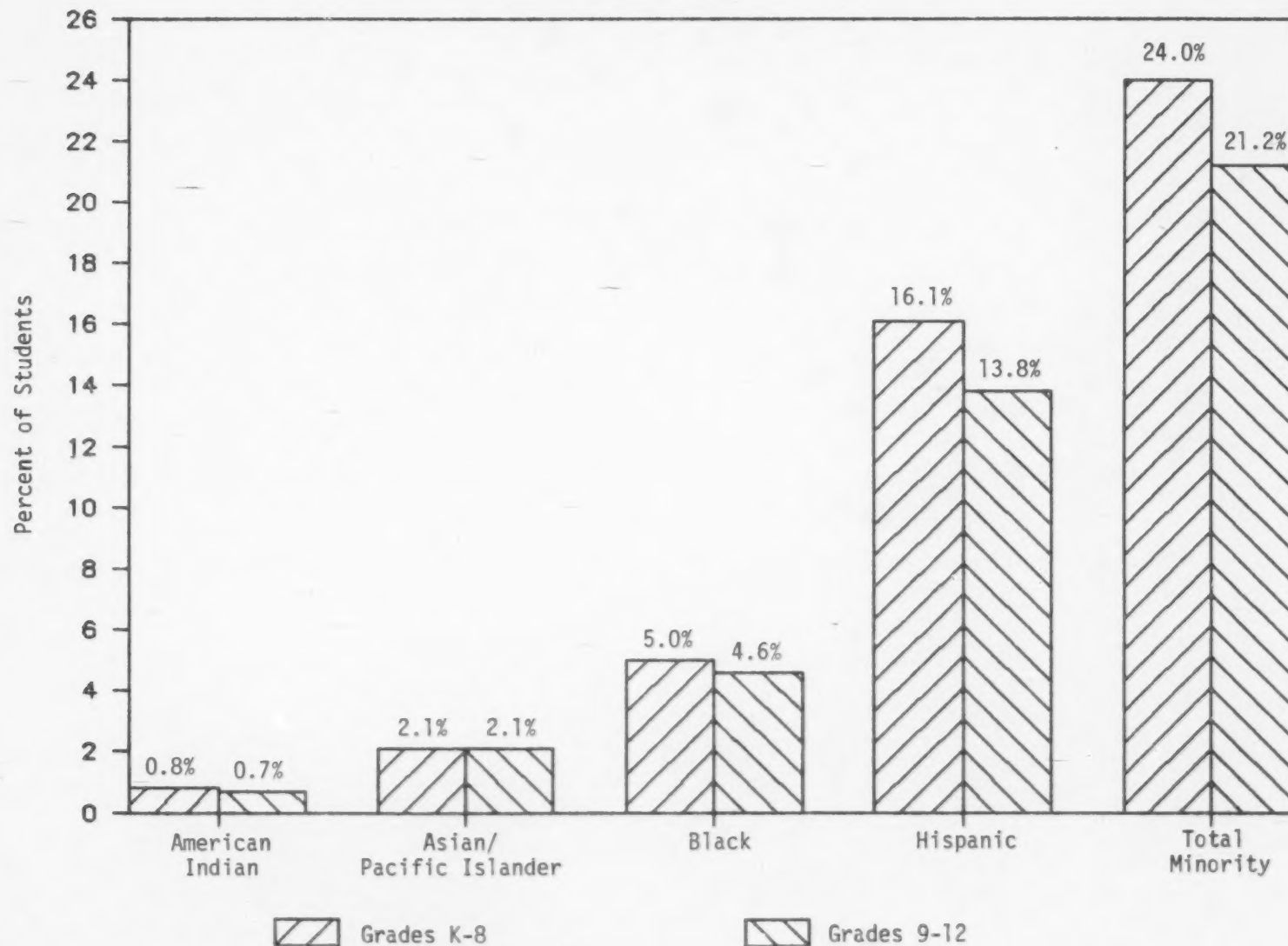
Source: 1980 Census.

**MINORITY ENROLLMENTS IN COLORADO PUBLIC SCHOOLS
1986**

Nearly one-quarter of public elementary school students in Colorado are minority, reflecting the representation of these population groups in the younger age cohorts. There is, however, a smaller proportion of minority enrollments in the upper grades, which reflects, among other factors, the generally higher drop-out rates for many minority students than White (majority) students.

- Black students are 5.0 percent of enrollments through grade 8, and 4.6 percent in grades 9-12.
- Hispanic students are 16.1 percent of enrollments through grade 8, and 13.8 percent in grades 9-12.
- Total minority students are 24.0 percent of enrollments through grade 8 and 21.2 in grades 9-12.

Display 5
MINORITY ENROLLMENTS IN COLORADO PUBLIC SCHOOLS
1986



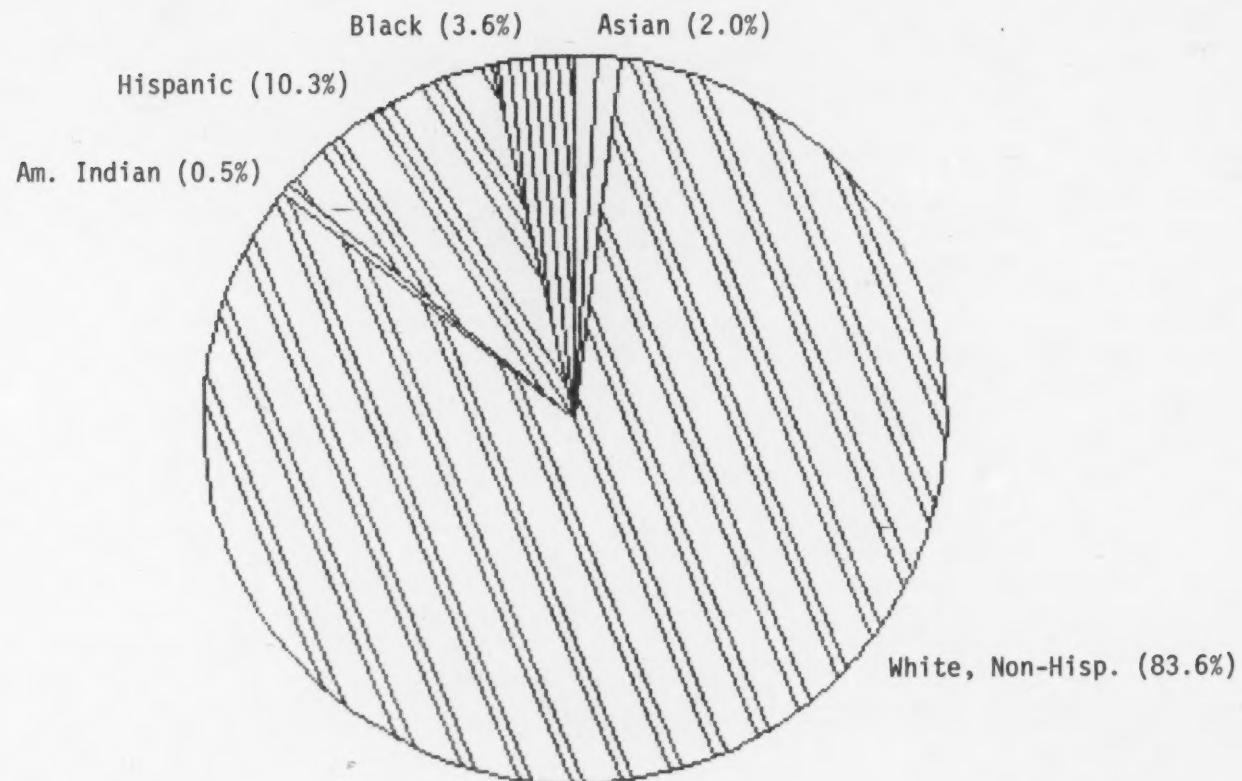
Source: Colorado Department of Education.

**COLORADO PUBLIC HIGH SCHOOL GRADUATES
1986**

Currently, less than 17 percent of new public high school graduates in Colorado are minorities. This percentage is significantly lower than the proportion of minorities in the relevant age group. (Minorities were an estimated 21.2 percent of 15 to 19 year olds in 1980.)

- In 1986, 10.3 percent of public high school graduates in Colorado were Hispanic, a significantly lower percentage than in total public school enrollments.
- Black high school graduates were 3.6 percent of the total in 1986, compared to 4.6 percent of secondary school enrollments.
- White students appear to have a significantly higher completion rate, with 83.6 percent of 1986 high school graduates but less than 79 percent of secondary school enrollments.

Display 6
COLORADO PUBLIC HIGH SCHOOL GRADUATES
1986



Source: Colorado Department of Education.

**MINORITIES IN COLORADO POSTSECONDARY EDUCATION
COMPARED TO POPULATION AGES 15-19**

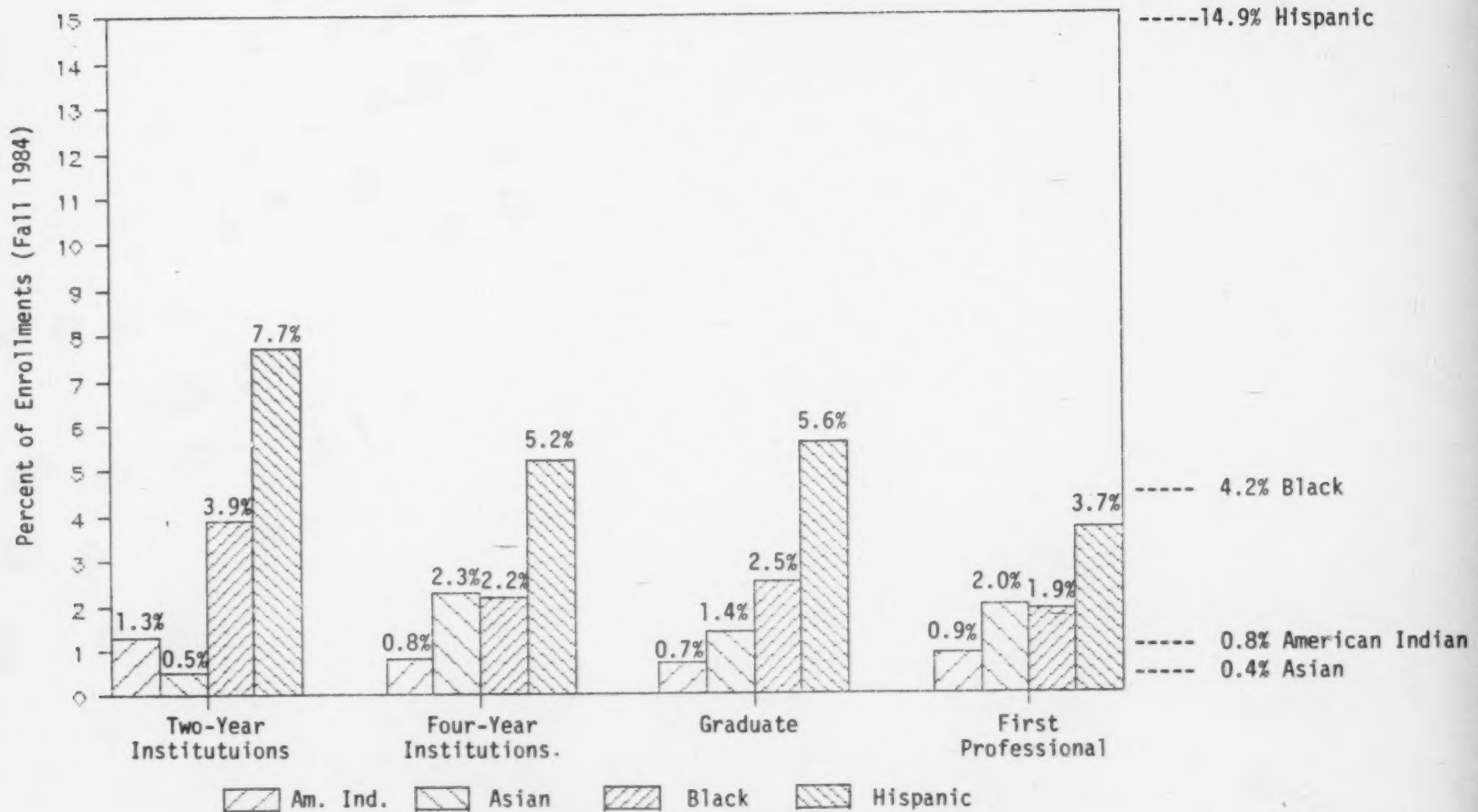
Minorities are not represented in recent Colorado postsecondary enrollments in proportion to their representation in the college-entering age groups.

- In 1984, Blacks were comparatively well represented in the enrollments of two-year institutions in Colorado, but were significantly underrepresented at four-year, graduate, and first-professional levels relative to their proportion of the college-age population.
- Hispanics, 14.9 percent of the population ages 15-19 in 1980, were only 3.7 percent to 7.7 percent of postsecondary enrollments at various levels in 1984.
- American Indians, with 0.8 percent of the Colorado population ages 15-19, were proportionately or more than proportionately represented at all postsecondary levels except the graduate level.

In contrast, Whites, who comprised 78.8 percent of the Colorado population ages 15-19 in 1980, were 85 to 91 percent of postsecondary enrollments in 1984.

Display 7
MINORITIES IN COLORADO POSTSECONDARY EDUCATION
COMPARED TO POPULATION AGES 15-19

Percent of
Population
Ages 15-19
(1980)



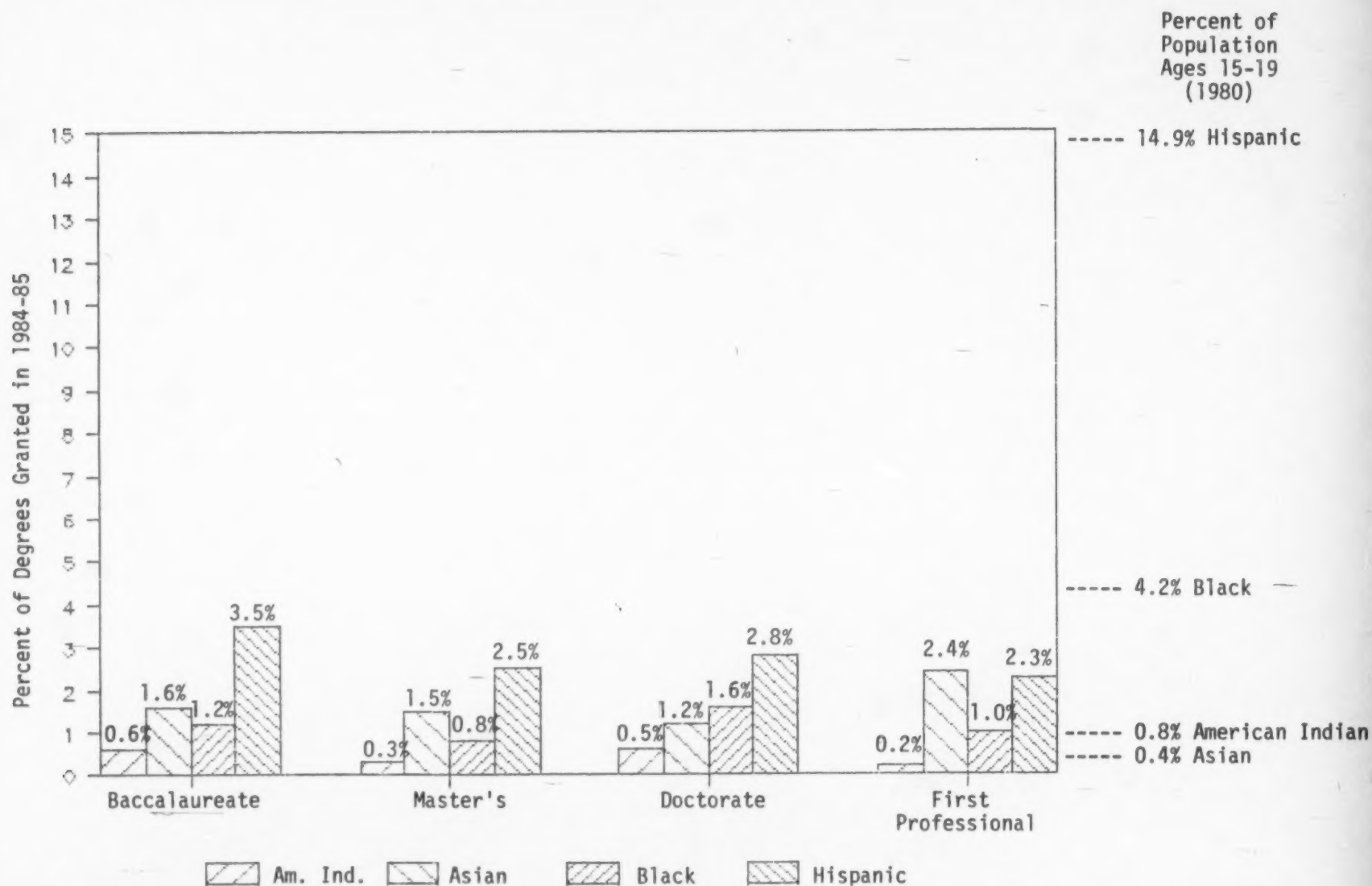
Sources: Data from U.S. Bureau of the Census and U.S. Department of Education.

**MINORITY BACCALAUREATE AND GRADUATE DEGREES IN COLORADO
1984-85**

American Indians, Blacks, and Hispanics have not been proportionately represented among degree recipients from Colorado institutions, compared to their proportions in the relevant age groups.

- Hispanics, 14.9 percent of the population ages 15-19 in 1980, earned only 3.5 percent of the baccalaureate degrees, 2.5 percent of the master's degrees, 2.8 percent of the doctorate degrees, and 2.3 percent of the first-professional degrees in 1984-85.
- Blacks received only 1.2 percent of baccalaureate degrees, 0.8 percent of master's degrees, 1.6 percent of the doctorate degrees, and 1.0 percent of the professional degrees in Colorado, compared to 4.2 percent of the relevant age group.
- American Indian students also were a significantly smaller proportion of degree recipients than their proportion of the population.
- Asian students were proportionately overrepresented at all levels, as were White students.

Display 8
MINORITY BACCALAUREATE AND GRADUATE DEGREES IN COLORADO
1984-85



Note: Population data exclude "Other" category (0.9%).

Sources: Data from U.S. Bureau of the Census and U.S. Department of Education.

**TRENDS IN DEGREES BY RACE/ETHNICITY
1976-77 AND 1984-85**

Between 1976-77 and 1984-85, the number of baccalaureate degrees granted by Colorado institutions (both public and private) remained relatively unchanged. The number of master's and doctorate degrees decreased, while professional degrees increased. Within these overall trends, the percentage of degrees earned by minority students declined at all degree levels. These decreases were generally largest in number and proportion for Hispanics.

- Baccalaureate degrees granted to Hispanics decreased from 587 (4.1 percent) in 1976-77 to 495 (3.5 percent) in 1984-85. Even larger decreases occurred at higher degree levels--master's, 178 (3.5 percent) to 96 (2.5 percent); doctorates, 46 (6.5 percent) to 14 (2.8 percent); first professional, 21 (2.9 percent) to 20 (2.3 percent)--during this eight-year period.
- Degrees received by Blacks decreased significantly in both number and proportion at all degree levels.
- Degrees received by Asian students increased at the baccalaureate, master's, and professional levels, but decreased at the doctorate level. Baccalaureate and doctorate degrees received by American Indian students also increased.
- The number of baccalaureate and professional degrees received by White students increased; master's and doctorates decreased.

Display 9
TRENDS IN DEGREES BY RACE/ETHNICITY
1976-77 and 1984-85

	Degrees Awarded 1976-77	Percent of Total Awarded to Minorities	Degrees Awarded 1984-85	Percent of Total Awarded to Minorities
<u>State Totals</u>				
Bachelor's	14,208	7.6	14,312	6.9
Master's	5,130	5.8	3,788	5.1
Doctorate	703	12.7	499	6.2
First Professional	716	6.0	880	5.9
<u>American Indian</u>				
Bachelor's	67	0.5	90	0.6
Master's	11	0.2	10	0.3
Doctorate	1	0.1	3	0.6
First Professional	2	0.3	2	0.2
<u>Asian</u>				
Bachelor's	157	1.1	230	1.6
Master's	43	0.8	55	1.5
Doctorate	17	2.4	6	1.2
First Professional	6	0.8	21	2.4
<u>Black</u>				
Bachelor's	276	1.9	176	1.2
Master's	68	1.3	32	0.8
Doctorate	25	3.6	8	1.6
First Professional	14	2.0	9	1.0
<u>Hispanic</u>				
Bachelor's	587	4.1	495	3.5
Master's	178	3.5	96	2.5
Doctorate	46	6.5	14	2.8
First Professional	21	2.9	20	2.3
<u>White</u>				
Bachelor's	13,121	92.4	13,321	93.1
Master's	4,830	94.2	3,595	94.9
Doctorate	614	87.3	468	93.8
First Professional	673	94.0	828	94.1

COMPARATIVE REPRESENTATION IN HIGHER EDUCATION SOUTHWEST STATES

In Colorado, as well as four neighboring southwestern states, minorities remain significantly underrepresented in postsecondary enrollments relative to their proportion of the college-age population. Representation in Colorado is below the regional average at the two-year, four-year, and graduate levels.

- In the early 1980s, approximately 20 percent of the traditional college-entering population in Colorado were American Indian, Black, or Hispanic. This compares with approximately 35 percent for the five-state region.
- These groups together comprise between 8.2 percent and 12.9 percent of postsecondary enrollments in Colorado at different levels, compared with 17 percent to 25 percent for the five-state region.
- In Colorado, the ratio of enrollment to population is higher at the two-year level than for four-year and graduate programs.
- The ratio of enrollment to population representation is just below the regional average at the two-year level (.65 compared to .70), and even lower than the regional average at the four-year and graduate levels.

Display 10

COMPARATIVE REPRESENTATION IN HIGHER EDUCATION, SOUTHWEST STATES

State	Percent of Population Ages 15-19*	Percent of Two-Year Enrollment*	Ratio of Under Representation	Percent of Four-Year Enrollment*	Ratio of Under Representation	Percent of Graduate Enrollment*	Ratio of Under Representation
California	33.5%	24.2%	.72	15.5%	.46	17.3%	.52
Arizona	31.5	20.1	.64	10.8	.34	9.9	.31
Colorado	19.8	12.9	.65	8.2	.41	8.5	.43
New Mexico	55.1	34.8	.63	33.7	.61	33.7	.61
Texas	39.3	28.6	.73	21.2	.54	21.4	.65
5-State Total	35.1	24.7	.70	17.2	.49	17.8	.51

Note: A ratio of 1.0 indicates 1984 enrollments in proportion to representation in the population ages 15-19 in 1980. A ratio of less than 1.0 indicates underrepresentation in enrollments relative to population.

* The population groups included are American Indian, Blacks, and Hispanics, groups currently underrepresented in proportion to the population.

Source: Data tapes from U.S. Department of Education.

MINORITY DEGREE COMPLETION RATIOS IN COLORADO

Students differ in the length of time it takes to complete a postsecondary degree and in the likelihood of ever achieving that goal. Previous academic preparation, personal circumstances, and many other factors contribute to these variations in outcomes. Individual differences, however, do not account for the very large variations across population groups.

- The White majority student population in Colorado has a "baccalaureate degree completion ratio" of 17.6 (e.g., the number of degrees received equals 17.6 percent of total White student enrollment in four-year programs).
- In contrast, the baccalaureate degree completion ratio for American Indian students is 13.1; for Asian students, 11.9; for Black students, 9.4; and for Hispanic students, 11.3.
- Even greater differences occur at the graduate levels, with degree completion ratios of 19.5 for White students and 19.9 for Asian students, compared with 7.8 for American Indians, 7.1 for Blacks, and 8.7 for Hispanics.

Display 11
MINORITY DEGREE COMPLETION RATIOS IN COLORADO

	Four-Year Enrollment Fall 1984	Baccalaureate Degrees Granted 1984-85	Degree Completion Ratio*	Graduate Level Enrollment 1984	Graduate Degrees Granted 1984-85	Degree Completion Ratio*
Total Enrollment	84,649	14,321	16.9	27,901	4,167	14.9
American Indian	686	90	13.1	193	15	7.8
Asian	1,937	230	11.9	412	82	19.9
Black	1,873	176	9.4	686	49	7.1
Hispanic	4,388	495	11.3	1,499	130	8.7
White	75,765	13,321	17.6	25,111	4,891	19.5

*Degree Completion Ratio = $\left(\frac{\text{Degrees Granted}}{\text{Total Program Enrollment}} \right) \times 100$

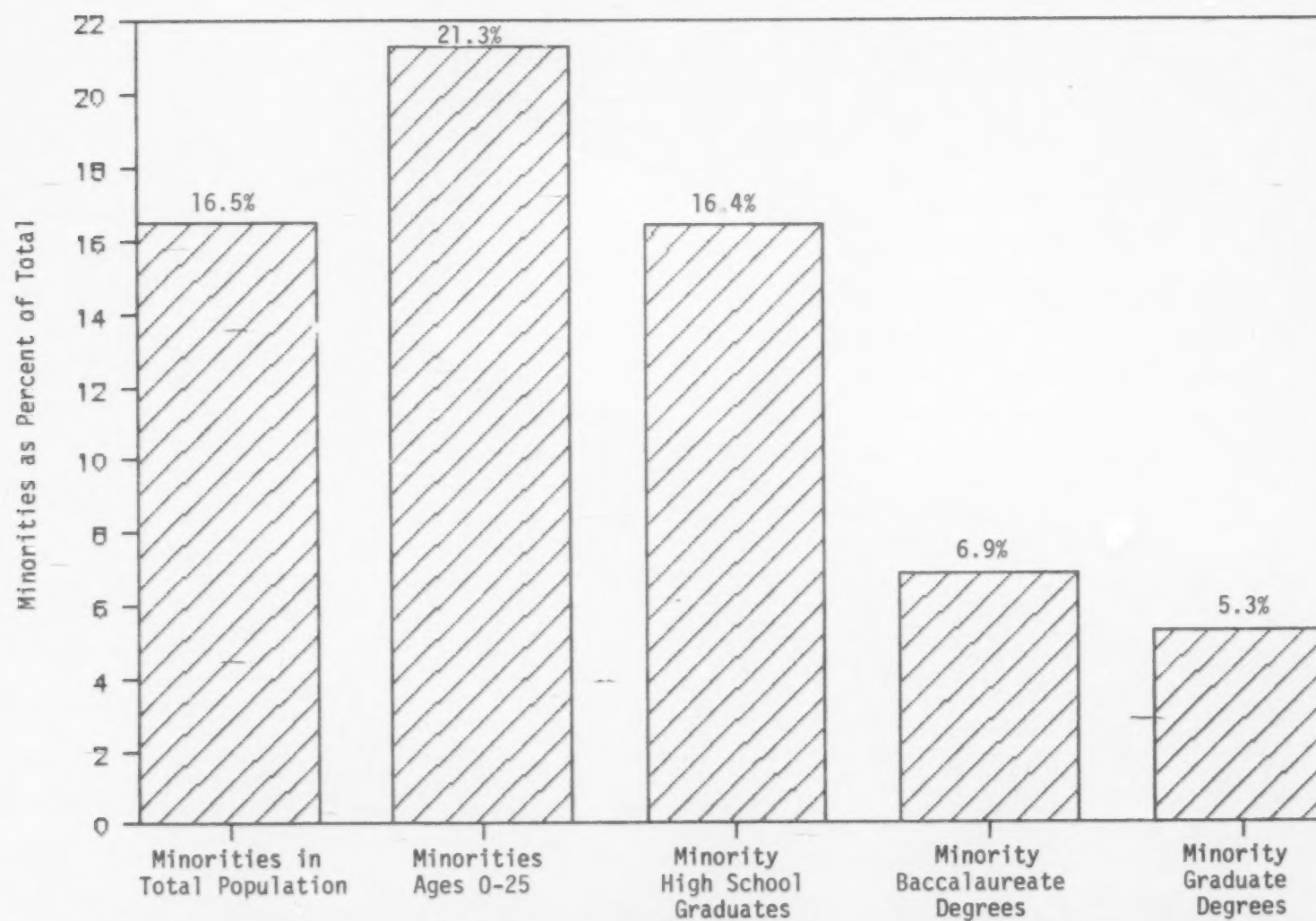
NOTE: Enrollment and degree data exclude foreign nationals and those who did not indicate race/ethnicity.

DEMOGRAPHY AND EDUCATION IN COLORADO

As the previous tables and graphs indicate, American Indians, Blacks, and Hispanics are underrepresented in education relative to their proportion of the population. Accounting for 21.3 percent of the population under age 25 in Colorado in 1985, these groups combined comprised 16.4 percent of high school graduates and only 6.9 percent of baccalaureate degrees and 5.3 percent of graduate degrees in 1984-85.

As these traditionally disadvantaged populations increase in size and move into the education system and work force, they will need both opportunity and success in education. Unless educational participation and outcomes are improved and made more uniform, current trends point to a slippage in educational attainment for the state as a whole, resulting in disadvantages for these individuals and for the state in an increasingly competitive economic environment.

Display 12
DEMOGRAPHY AND EDUCATION IN COLORADO



Note: Demographic data for 1985; education data for 1984-85. Minorities include American Indians, Blacks, and Hispanics, those groups currently underrepresented in Colorado higher education.

SOURCES

Demographic data in this report were derived primarily from the 1980 U.S. Census. For a description of the specific sources (reports, data tapes) see: Norman S. Kaufman, et. al., The Changing Demographics of the Southwest: Data and Issues Relating to Minority Representation in Postsecondary Education in Seven Southwestern States (Boulder, CO: WICHE, 1983). This publication also contains definitions of the census categories for race/ethnicity, and the methods used to adjust those categories to separate Hispanic populations from White, non-Hispanic populations. The 1980 Census uses Spanish origin, which includes all racial groups of Spanish descent. Variations in the racial/ethnic categories and in reporting procedures used by different agencies mean, however, that care must be taken in comparing population data from different sources.

More recent U.S. Bureau of the Census publications used in this report include: State Population and Household Estimates to 1985, With Age and Components of Change (Series P-25, No. 998) and Projections of the Hispanic Population: 1983-2080 (Series P-25, No. 995). When not available from state agencies, state population projects were taken from the National Planning Association, Regional Economic Projections Series (Washington, D.C., 1986).

Data on school enrollments and high school graduates were collected from the appropriate state agencies. When not available, these data were taken from: U.S. Department of Education, Center for Education Statistics, Digest of Educational Statistics, 1987 (Washington, D.C.). Data on live births (when included) were collected from state health agencies.

Postsecondary education data were derived primarily from "Fall Enrollment and Compliance Report of Institutions of Higher Education, 1984," (HEGIS XIX) and "Degrees and other Formal Awards Conferred Between July 1, 1984 and June 30, 1985," (HEGIS XX). Tables and graphs were prepared by WICHE and the National Center for Higher Education Systems (NCHEMS) using data tapes from the U.S. Department of Education. For more complete data and descriptions of these sources see: Shaping the Future of the Southwest: Background Materials on Minorities in Education and the Economy of the Southwest (Boulder, CO: WICHE, 1987). These sources were augmented in some cases using data provided by state higher education agencies, as indicated on specific graphs or tables.

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INTRODUCTION

New Mexico, like other states in the rapidly changing Southwest, has experienced significant growth in its minority populations in recent years. This growth is likely to continue in the foreseeable future because of the age distribution and birth rates for these population groups and other factors, including immigration related to continued expansion of the state economy.

Simultaneous with this population growth, the need for high-quality education is increasing. This need applies to the entire state as it strives to keep pace in an increasingly competitive world economy and, more specifically, to individuals in those population groups who have historically been less well served by education.

New Mexico is very much a part of the Southwest, culturally and economically. Demographic factors, along with the goal of sustaining a high level of economic growth, are virtually propelling the Southwest to a "minority majority," first in the school-age population and later in the population as a whole. This transition raises the educational challenges to a new level of both social urgency and economic necessity.

This brief report documents and graphically illustrates the challenges posed by these changing conditions. Beginning with basic demographic data and trends, a series of displays shows the decreasing representation of minorities at each successive level of education in New Mexico. The displays also relate conditions in New Mexico to those in the surrounding states of the Southwest.

Much has been done to address these changes; much more needs to be done now and in the future. —The WICHE Regional Policy Committee on Minorities in Higher Education laid out a series of five goals and 20 specific recommendations in their 1987 report, From Minority to Majority: Education and the Future of the Southwest. State meetings, new coalitions, workshops, and other efforts will also be necessary to sustain public attention and to continue progress in addressing these challenges. This report is intended to contribute to these efforts.

POPULATION GROWTH IN NEW MEXICO

Education needs are related to the demographic characteristics of a state, including the rate of population growth, the age distribution of the population, and the concentration of growth in certain geographic areas or subpopulation groups. New Mexico has experienced rapid growth, particularly within the Hispanic population.

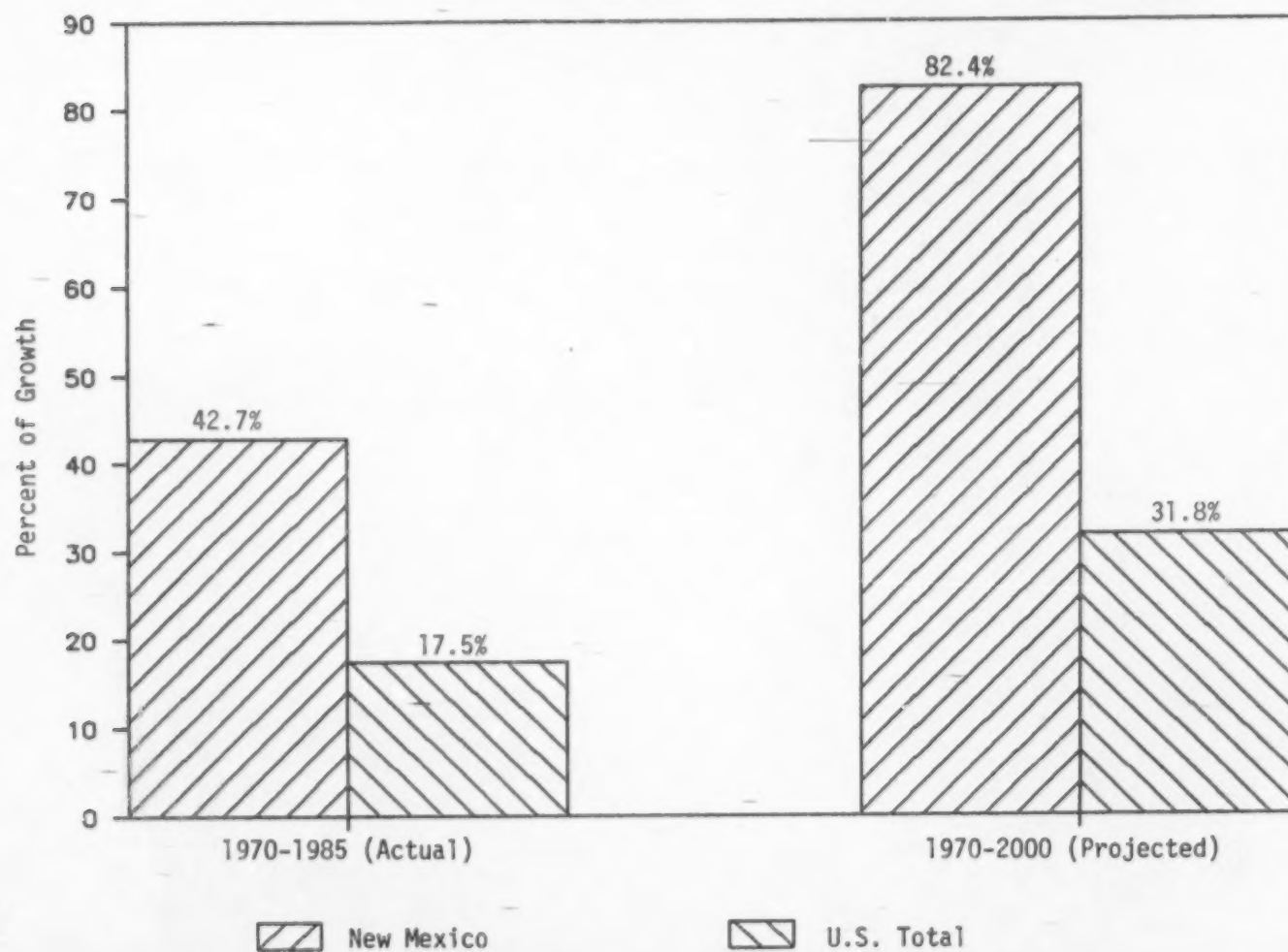
- The population of New Mexico grew 42.7 percent between 1970 and 1985, compared to 17.5 percent growth for the nation as a whole.
- Projected population growth in New Mexico is 82.4 percent between 1970 and 2000, or a doubling of the 1970 population before the year 2010.
- Of the 27,281 births in New Mexico during 1986, 45.1 percent were Hispanic, 37.5 percent Anglo, 13.7 percent American Indian, 2.5 percent Black, and 1.2 percent Asian and other.

Factors contributing to New Mexico's growth include migration (net immigration of 4 percent between 1980 and 1985, eleventh highest of all 50 states) and higher than average birth rates (110 births per 1,000 population compared to 85 per 1,000 for the nation).

Display 1

POPULATION GROWTH IN NEW MEXICO

	<u>1970</u>	<u>1985</u>	<u>2000 (Projected)</u>
New Mexico	1,016,000	1,450,000	1,853,300
U.S. Total	203,235,300	238,739,000	267,955,000



Source: U.S. Bureau of the Census and Bureau of Business and Economic Research,
University of New Mexico.

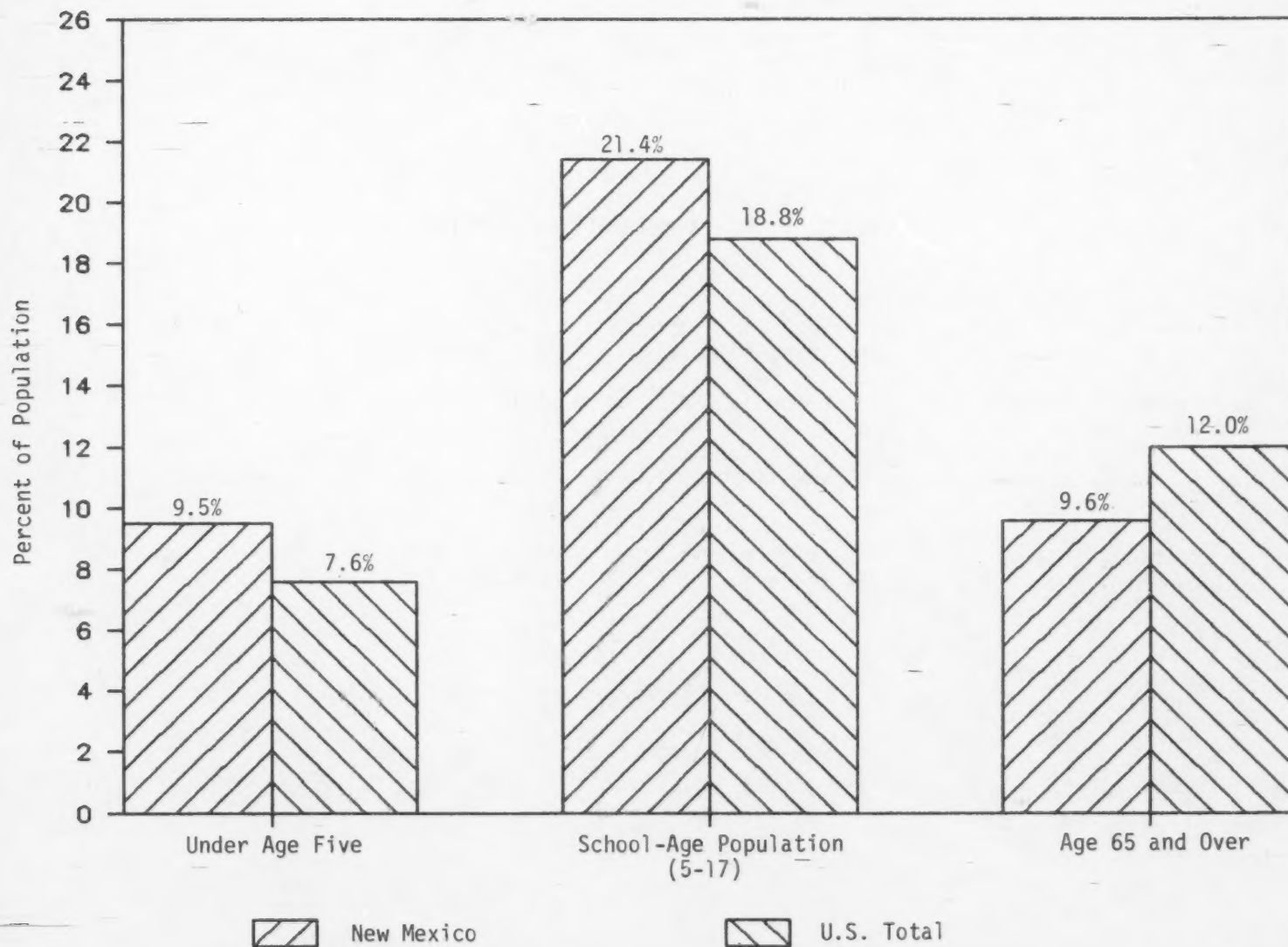
AGE DISTRIBUTION OF THE POPULATION

Compared to the nation, New Mexico has a young population. A large school-age population increases the need for educational services.

- In New Mexico, 9.5 percent of the population is under age five, approximately one-quarter higher than the 7.6 percent for the nation as a whole.
- The school-age population is 21.4 percent of the total population in New Mexico, compared to 18.8 percent for the nation.
- In contrast, 12.0 percent of the U.S. population is over age 65, compared to 9.6 percent in New Mexico.

Display 2

AGE DISTRIBUTION OF THE POPULATION
NEW MEXICO COMPARED TO NATIONAL AVERAGES
1985



Source: U.S. Bureau of the Census.

NEW MEXICO MINORITY/MAJORITY POPULATIONS

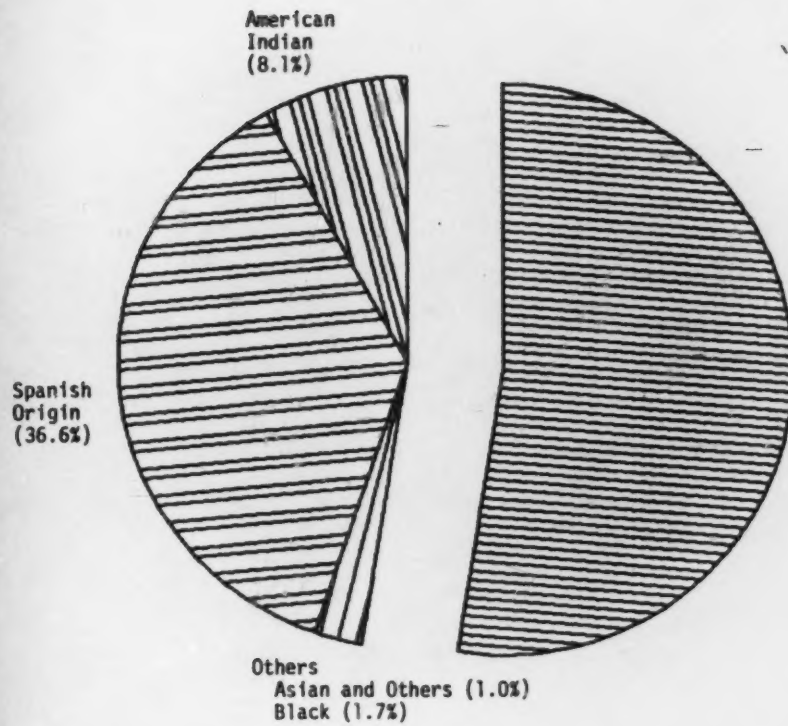
Minority and majority populations are in transition in New Mexico. The proportions differ across age groups, and are changing rapidly.

- In 1980, just over one-half of New Mexico's total population was Anglo--that is White, non-Hispanic. Over 36 percent was of Spanish origin.
- In the population under age five in 1980, 40 percent were Anglo and 44.6 percent were Spanish origin.
- American Indians are a substantial proportion of the New Mexico population--8.1 percent of total population and 12.1 percent of the population under age five in 1980.

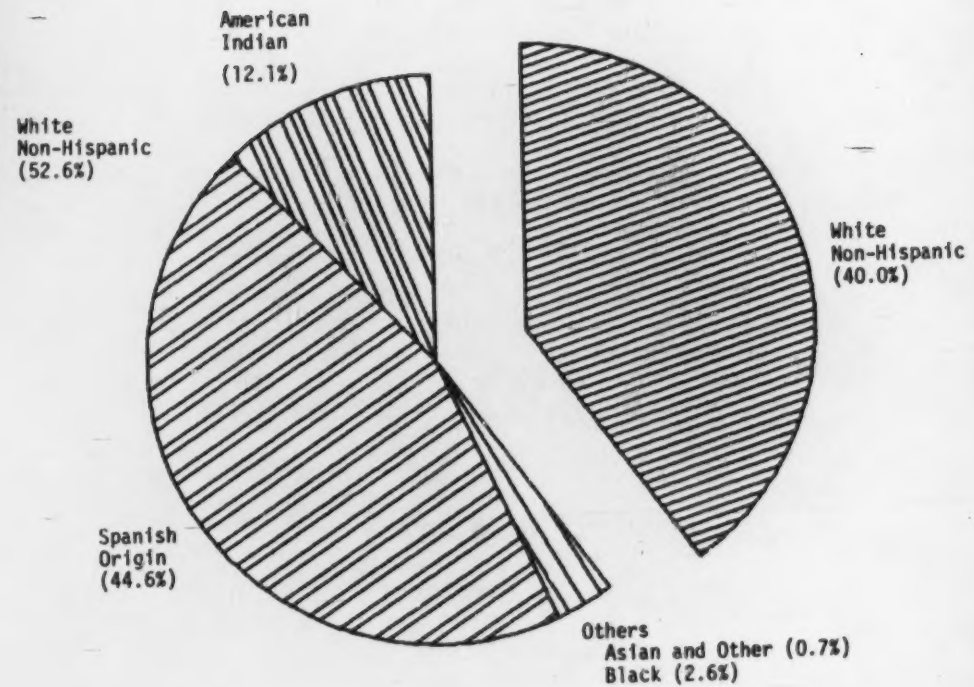
Display 3

NEW MEXICO MINORITY/MAJORITY POPULATIONS 1980

All Ages



Under Age Five



Source: Estimates based on U.S. Bureau of the Census data.

NON-ANGLO POPULATIONS IN THE SOUTHWEST

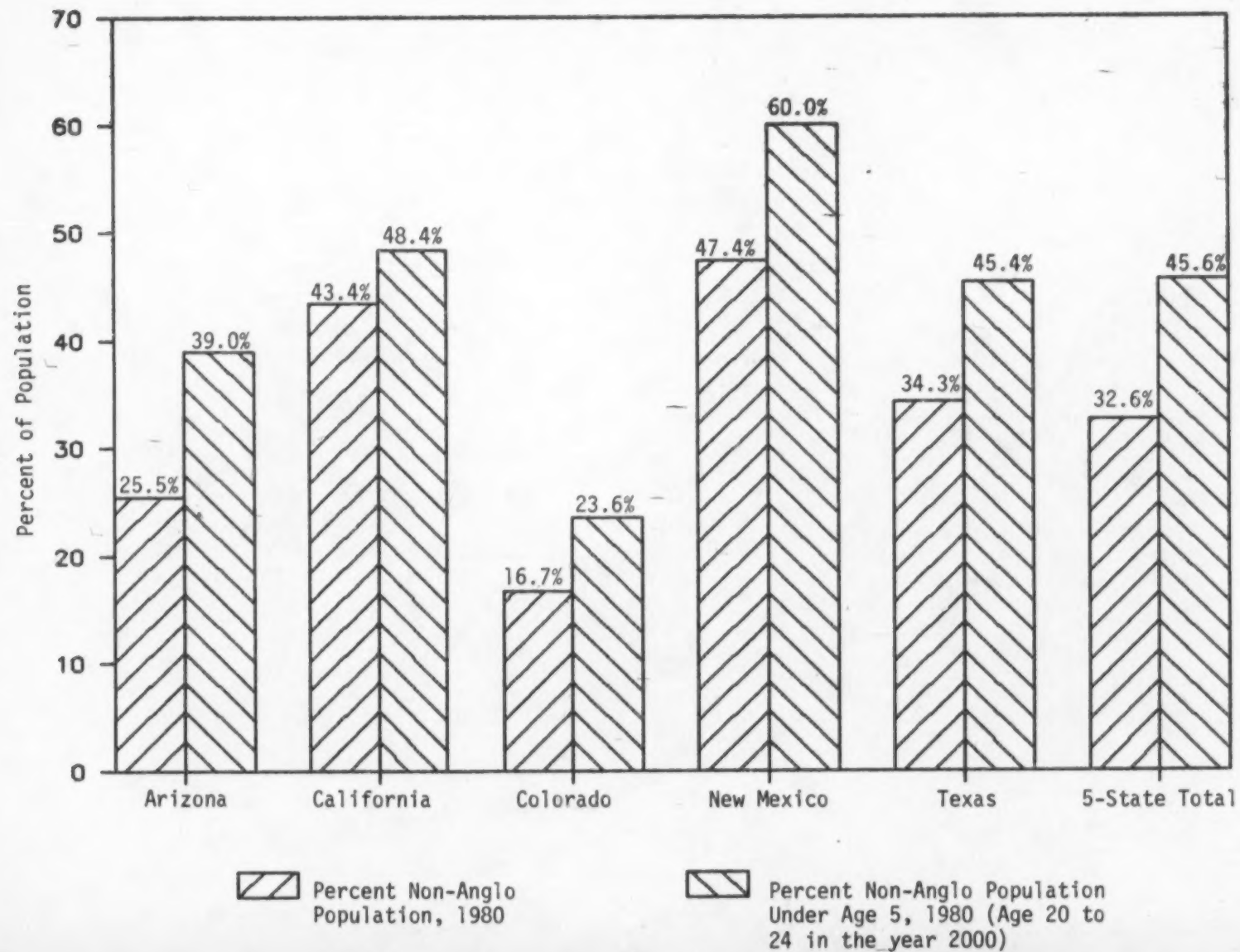
New Mexico and four other southwestern states have large non-Anglo populations. These populations are younger and growing more rapidly than the region's Anglo population.

- In 1980, nearly one-third (32.6 percent) of the total population of the five southwestern states was non-Anglo.
- The non-Anglo proportion is highest in New Mexico--47.4 percent in 1980.
- Among those under age five in 1980, 60 percent were non-Anglo in New Mexico, 48.4 percent in California, and 45.6 percent for the five-state region.

Even without continued net immigration for these groups, non-Anglo minorities will approach (and in some cases will become) a majority of the population under age 25 in the year 2000. Sometime early in the 21st century, if current trends continue, non-Anglos will be a majority of the region's total population.

Display 4

NON-ANGLO POPULATIONS IN THE SOUTHWEST
1980



EDUCATIONAL ATTAINMENT AMONG NEW MEXICO ADULTS

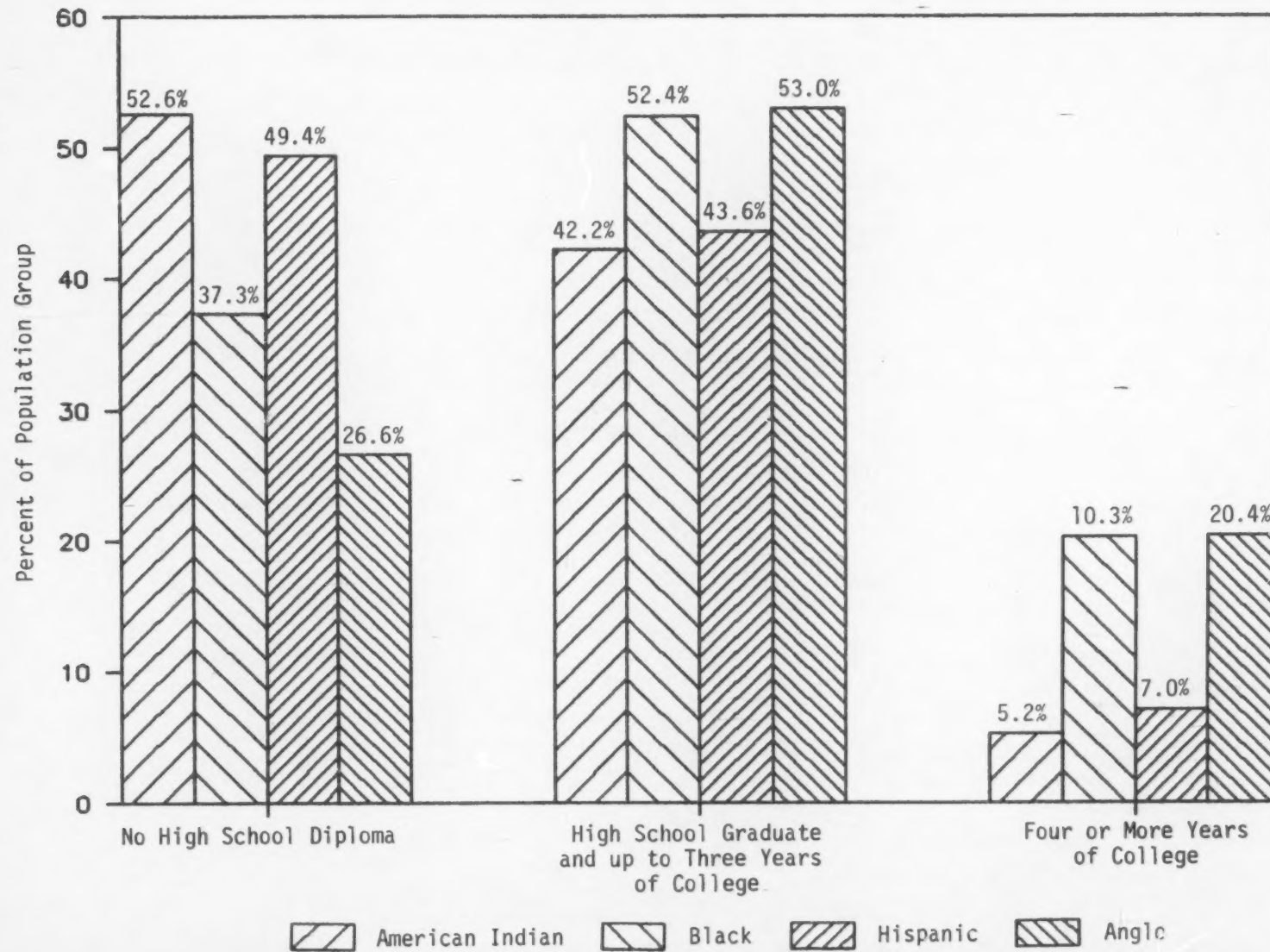
The level of educational attainment among New Mexico adults varies across population groups.

- Only about one-half of American Indian and Hispanic adults in New Mexico have completed four years of high school. In contrast, nearly three out of four Anglo adults in New Mexico completed high school.
- Only 5.2 percent of American Indian adults, 10.3 percent of Black adults, and 7.0 percent of Hispanic adults have completed four or more years of college, in contrast to 20.4 percent of Anglo adults.

These proportions indicate significant differences in educational attainment among New Mexico adults. As the proportion of comparatively undereducated populations increases, the overall educational attainment level in New Mexico may decrease unless improvements are achieved for the growing proportion of non-Anglo youth.

Display 5

EDUCATIONAL ATTAINMENT AMONG NEW MEXICO ADULTS
(AGE 25 OR MORE, 1980)



Source: 1980 Census.

SCHOOL ENROLLMENTS AND HIGH SCHOOL GRADUATES IN NEW MEXICO

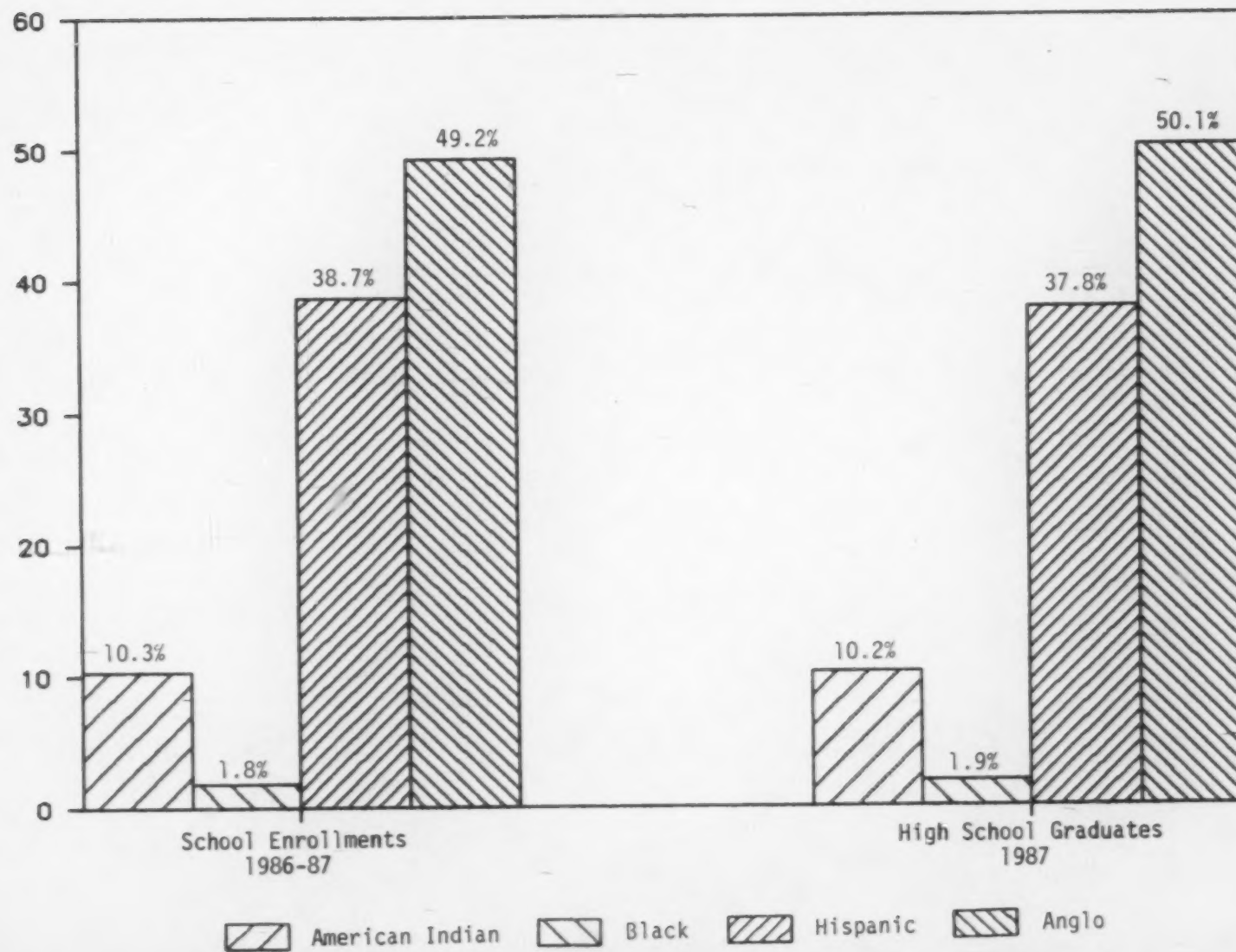
School enrollments and high school graduates reflect the importance of minority students in education at all levels in New Mexico. Based on 1980 census data, however, minorities--particularly Hispanics--appear to be underrepresented compared to their proportion of the school-age population.

- American Indian students are 10.3 percent of school enrollments and 10.2 percent of high school graduates in New Mexico, compared to 10.8 percent of the school-age population.
- Black students are 1.8 percent of enrollments and 1.9 percent of graduates, with 2.0 percent of the school-age population.
- Hispanic students are 38.7 percent of school enrollments and 37.8 percent of graduates, compared to 43.6 percent of school-age population.
- Anglos and others are about 50 percent of enrollments and graduates, while also 43.6 percent of the school-age population.

Lower percentages of students in school and completing school means a smaller number of minority students prepared for postsecondary education and for many types of employment.

Display 6

SCHOOL ENROLLMENTS AND HIGH SCHOOL GRADUATES IN NEW MEXICO



Source: New Mexico State Department of Education.

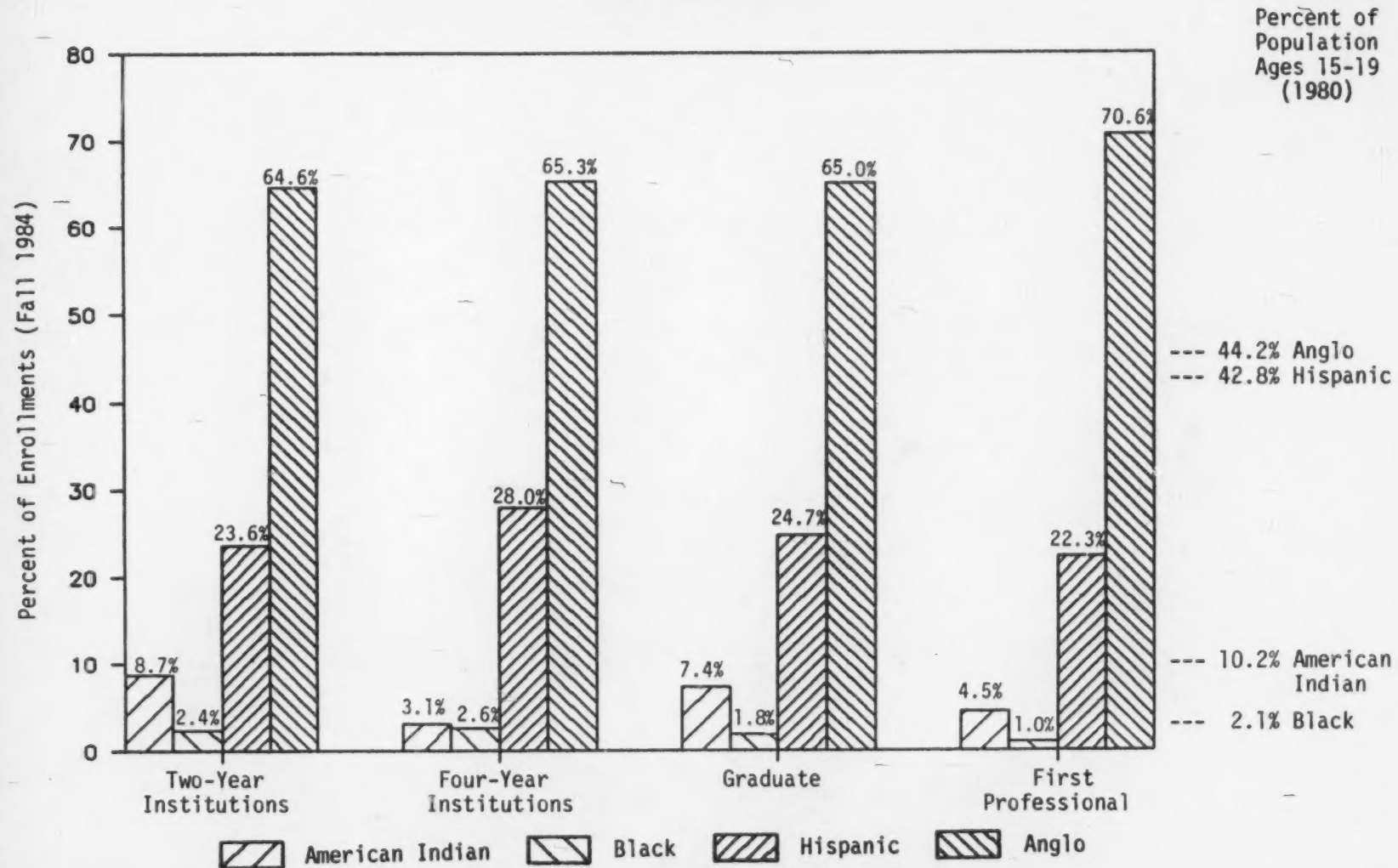
NEW MEXICO POSTSECONDARY ENROLLMENTS BY RACE/ETHNICITY

Minorities are not equally represented in recent New Mexico postsecondary enrollments compared to their proportions in the age group who should be entering college (ages 15-19 in 1980).

- Anglos, who comprised 44.2 percent of the New Mexico population ages 15-19 in 1980, were approximately 65 to 70 percent of postsecondary enrollments in 1984.
- Hispanics, 42.8 percent of the population ages 15-19 in 1980, were only 22 percent to 28 percent of postsecondary enrollments at various levels in 1984.
- American Indians were underrepresented at all postsecondary levels in New Mexico--particularly at four-year institutions--compared to their proportion of the population.
- Blacks in New Mexico were underrepresented in graduate and first professional enrollments.

Display 7

NEW MEXICO POSTSECONDARY ENROLLMENTS BY RACE/ETHNICITY
COMPARED TO POPULATION



Note: Data for Asians in New Mexico: population ages 15-19, 0.6%; two-year enrollments, 0.6%; four-year enrollments, 1.1%; graduate, 1.0%; first professional, 1.7%

Source: Census data (1980) and "Fall Enrollment and Compliance Report of Institutions of Higher Education, 1984" (data tapes from the U.S. Department of Education).

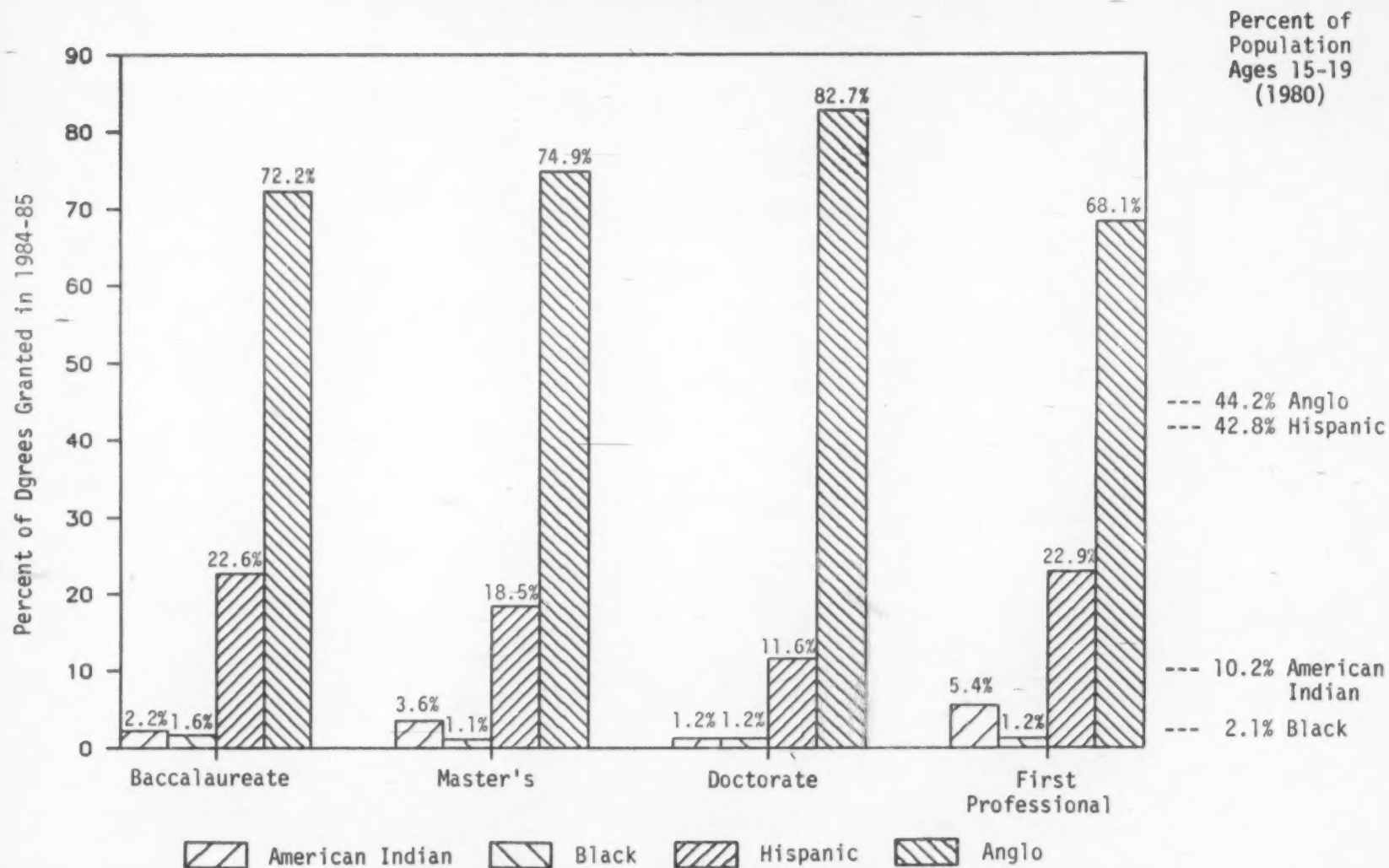
BACCALAUREATE AND GRADUATE DEGREES IN NEW MEXICO

American Indians, Blacks, and Hispanics have not been proportionately represented among degree recipients from New Mexico institutions, compared to their proportion in the population or in postsecondary enrollments.

- Hispanics, comprising 42.8 percent of the college-age population and 22 percent to 28 percent of postsecondary enrollments at various levels, received only 11.6 percent of the doctoral degrees, 18.5 percent of the master's degrees, and less than 23 percent of the baccalaureate and first-professional degrees in 1984-85.
- Blacks received only 1.6 percent of baccalaureate degrees, 1.1 percent of master's degrees, and 1.2 percent of doctorate and first professional degrees in New Mexico, compared to 2.1 percent of the college-age population.
- American Indian students were a significantly smaller proportion of degree recipients than their proportion of the population or of postsecondary enrollments.

Display 8

BACCALAUREATE AND GRADUATE DEGREES IN NEW MEXICO
BY RACE/ETHNICITY COMPARED TO POPULATION



Note: Data for Asians in New Mexico: population ages 15-19, 0.6%; baccalaureate, 1.5%; master's, 1.9%; doctorate, 3.5%; first professional, 2.4%.

Source: Census data (1980) and U.S. Department of Education, "Degrees and Other Formal Awards Conferred Between July 1, 1984 and June 30, 1985" (data tape from the U.S. Department of Education).

TRENDS IN DEGREES BY RACE/ETHNICITY

Comparing 1976-77 and 1984-85, the number of baccalaureate degrees granted by New Mexico institutions decreased more than 10 percent. Master's and first-professional degrees have also decreased. The percentage of degrees earned by minority students also declined in many cases, while increasing in other cases.

- The number of baccalaureate degrees received by American Indian students declined by more than one-third, while the number of master's degrees increased.
- The number and proportion of degrees received by Black students has decreased at all levels.
- The proportion of baccalaureate and doctorate degrees received by Hispanic students increased, while the number of master's and professional degrees decreased.
- Baccalaureate and master's degrees received by Asian students increased significantly; doctorates decreased.

Display 9

TRENDS IN DEGREES BY RACE/ETHNICITY
NEW MEXICO, 1976-77 AND 1984-85

	Degrees Awarded 1976-77	Minority Percent of Total	Degrees Awarded 1984-85	Minority Percent of Total
<u>State Totals</u>				
Bachelor's	4,670	25.0%	4,189	27.8%
Master's	1,626	26.8	1,554	25.1
Doctorate	161	19.9	173	17.3
First Professional	190	28.4	166	31.9
<u>American Indian</u>				
Bachelor's	139	3.0	91	2.2%
Master's	27	1.7	56	3.6
Doctorate	2	1.2	2	1.2
First Professional	9	4.7	9	5.4
<u>Asian</u>				
Bachelor's	20	0.4	62	1.5
Master's	8	0.5	30	1.9
Doctorate	9	5.6	6	3.5
First Professional	0	---	4	2.4
<u>Black</u>				
Bachelor's	34	2.0	65	1.6
Master's	35	2.2	17	1.1
Doctorate	3	1.9	2	1.2
First Professional	6	3.2	2	1.2
<u>Hispanic</u>				
Bachelor's	914	19.6	946	22.6
Master's	364	22.4	287	18.5
Doctorate	18	11.2	20	11.6
First Professional	39	20.5	38	22.9
<u>Anglo</u>				
Bachelor's	3,503	75.1	3,025	72.2
Master's	1,188	73.1	1,164	74.9
Doctorate	129	80.1	143	82.7
First Professional	136	71.6	113	68.1

COMPARATIVE REPRESENTATION IN HIGHER EDUCATION

The comparatively high proportion of minorities in the population of New Mexico results in the highest proportion of minority enrollments in postsecondary education in the Southwest. Yet, these minorities remain significantly underrepresented relative to their population.

- In the early 1980s, approximately 55 percent of the traditional college-entering population in New Mexico were American Indian, Black, or Hispanic. This compares with approximately 35 percent for the five-state region.
- In 1984, these groups together comprised 34.8 percent of two-year enrollments and 33.7 percent of four-year and graduate enrollments in New Mexico, significantly higher than for other states in the region.
- In New Mexico, the ratio of enrollment representation to population representation is relatively uniform across two-year, four-year, and graduate programs (.63, .62, and .61 respectively).
- The ratio of enrollment to population representation is comparatively high in New Mexico at both the four-year and graduate levels (.61), compared to .49 and .51, respectively, for the five-state region. At the two-year level, however, minorities in New Mexico are more underrepresented (.63) than in the region as a whole (.70).

Display 10

COMPARATIVE REPRESENTATION IN HIGHER EDUCATION, SOUTHWEST STATES

State	Minority* Percent of Population Ages 15-19	Minority* Percent of Two-Year Enrollment	Ratio of Under Representation	Minority* Percent of Four-Year Enrollment	Ratio of Under Representation	Minority* Percent of Graduate Enrollment	Ratio of Under Representation
New Mexico	55.1%	34.8%	.63	33.7%	.61	33.7%	.61
Arizona	31.5	20.1	.64	10.8	.34	9.9	.31
California	33.5	24.2	.72	15.5	.46	17.3	.52
Colorado	19.8	12.9	.65	8.2	.41	8.5	.43
Texas	39.3	28.6	.73	21.2	.54	21.4	.65
5-State Total	35.1	24.7	.70	17.2	.49	17.8	.51

Note: A ratio of 1.0 indicates 1984 minority enrollments in equal proportion to minority representation in the population ages 15-19 in 1980. A ratio of less than 1.0 indicates underrepresentation in enrollments relative to population.

*Minorities included are American Indian, Blacks, and Hispanics, the principal population groups currently underrepresented in postsecondary education.

MINORITY DEGREE COMPLETION RATIOS IN NEW MEXICO

Students differ in the length of time it takes to complete a postsecondary degree and in the likelihood of ever achieving that goal. Previous academic preparation, personal circumstances, and many other factors contribute to these variations in outcomes. Individual differences, however, do not account for the very large variations across population groups.

- The Anglo majority student population has a baccalaureate "degree completion ratio" of 13.0 (i.e., the number of degrees received equals 13 percent of total Anglo enrollment in four-year programs).
- In contrast, the baccalaureate degree production ratio for American Indian students is only 8.2; for Black students, 7.0; and for Hispanic students, 9.5.
- Even greater differences occur at the graduate levels, with degree completion ratios of 15.4 for Anglo students and 27.4 for Asian students, compared to 6.5 for American Indians, 8.3 for Blacks, and 9.9 for Hispanics.

Display 11

MINORITY DEGREE COMPLETION RATIOS IN NEW MEXICO

	Four-Year Enrollment Fall 1984	Baccalaureate Degrees Granted 1984-85	Degree Completion Ratio*	Graduate Level Enrollment 1984	Graduate Degrees Granted 1984	Degree Completion Ratio*
Total Enrollment	35,724	4,189	11.7	14,152	1,893	13.4
American Indian	1,109	91	8.2	1,035	67	6.5
Asian	376	62	16.5	146	40	27.4
Black	928	65	7.0	253	21	8.3
Hispanic	9,988	946	9.5	3,486	345	9.9
Anglo	23,323	3,025	13.0	9,232	1,420	15.4

$$\text{*Degree Completion Ratio} = \left(\frac{\text{Degrees Granted}}{\text{Total Program Enrollment}} \right) \times 100$$

Note: Enrollment and degree data exclude foreign nationals and those who did not indicate race/ethnicity.

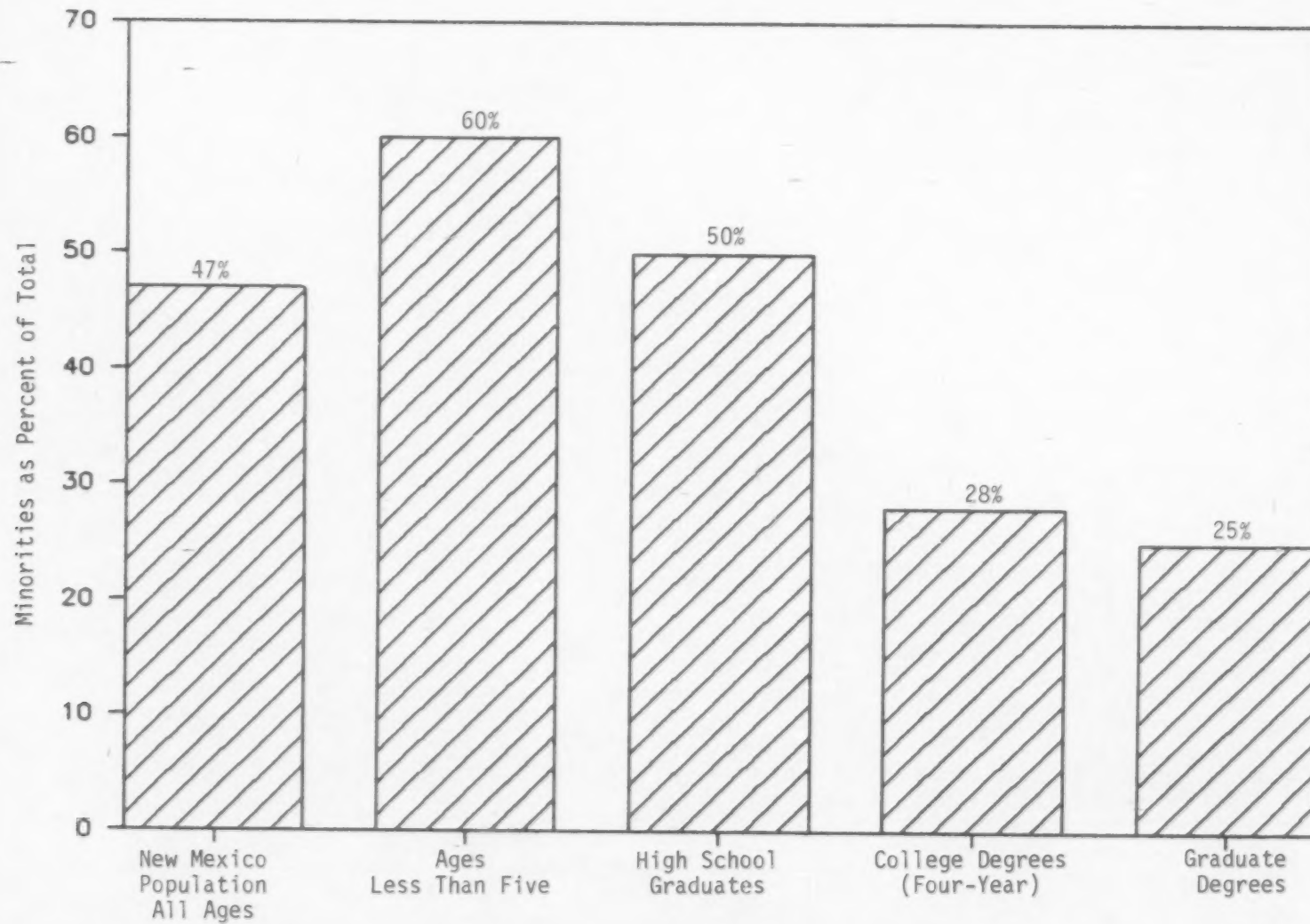
DEMOGRAPHY AND EDUCATION IN NEW MEXICO

As the previous tables and graphs indicate, minorities have been historically — underrepresented in education relative to their proportion of the population. In the 1980 census, minorities were 47 percent of the total population and 60 percent of those under age five in New Mexico. American Indians, Blacks, Hispanics, and other minorities combined comprised 50 percent of high school graduates and only 28 percent of baccalaureate degrees and 25 percent of graduate degrees in 1984-85.

As these traditionally disadvantaged populations increase in size and move into the education system and work force, they will need both opportunity and success in education. Unless educational participation and outcomes are improved and made more uniform, current trends point to a slippage in educational attainment for New Mexico as a whole, resulting in disadvantages for these individuals and for the state in an increasingly competitive economic environment.

Display 12

DEMOGRAPHY AND EDUCATION IN NEW MEXICO



Note: Demographic data for 1980; education data for 1984 to 1987.

SOURCES

Demographic data in this report were derived primarily from the 1980 U.S. Census. For a description of the specific sources (reports, data tapes) see: Norman S. Kaufman, et. al., The Changing Demographics of the Southwest: Data and Issues Relating to Minority Representation in Postsecondary Education in Seven Southwestern States (Boulder, CO: WICHE, 1983). This publication also contains definitions of the census categories for race/ethnicity, and the methods used to adjust those categories to separate Hispanic populations from White, non-Hispanic populations. The 1980 Census uses Spanish origin, which includes all racial groups of Spanish descent. Variations in the racial/ethnic categories and in reporting procedures used by different agencies mean, however, that care must be taken in comparing population data from different sources.

More recent U.S. Bureau of the Census publications used in this report include: State Population and Household Estimates to 1985, With Age and Components of Change (Series P-25, No. 998) and Projections of the Hispanic Population: 1983-2080 (Series P-25, No. 995). When not available from state agencies, state population projects were taken from the National Planning Association, Regional Economic Projections Series (Washington, D.C., 1986).

Data on school enrollments and high school graduates were collected from the appropriate state agencies. When not available, these data were taken from: U.S. Department of Education, Center for Education Statistics, Digest of Educational Statistics, 1987 (Washington, D.C.). Birth data were collected from state health agencies.

Postsecondary education data were derived primarily from "Fall Enrollment and Compliance Report of Institutions of Higher Education, 1984," (HEGIS XIX) and "Degrees and other Formal Awards Conferred Between July 1, 1984 and June 30, 1985," (HEGIS XX). Tables and graphs were prepared by WICHE and the National Center for Higher Education Systems (NCHEMS) using data tapes from the U.S. Department of Education. For more complete data and descriptions of these sources see: Shaping the Future of the Southwest: Background Materials on Minorities in Education and the Economy of the Southwest (Boulder, CO: WICHE, 1987). These sources were augmented in some cases using data provided by state higher education agencies, as indicated on specific graphs or tables.

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**DEMOGRAPHY
AND
HIGHER EDUCATION
IN THE
CHANGING SOUTHWEST**

TEXAS

**Western Interstate Commission for Higher Education
Information Clearinghouse**

Western Interstate Commission for Higher Education

The Western Interstate Commission for Higher Education (WICHE) is a nonprofit regional organization established by interstate compact to help western states to work together to provide high-quality, cost-effective programs to meet the education and manpower needs of the western region. Among its activities, WICHE provides information to higher education and government officials as they address important education issues in their states and across the region. The WICHE Information Clearinghouse Program serves as the primary focus for this information sharing and for the preparation of analytical reports on trends and issues affecting education in the region.

This report is part of a series of WICHE activities on the changing demography of the Southwest and steps to address the resulting educational challenges. Reports similar to this publication are also available for the states of Arizona, California, Colorado, and New Mexico. Related reports published by WICHE include:

From Minority to Majority: Education and the Future of the Southwest A Report and Recommendations by the Regional Policy Committee on Minorities in Higher Education. (1987, Publication No. 2A170.)

Shaping the Future of the Southwest: Background Materials on Minorities in Education and the Economy of the Southwest. (1987, Publication No. 2A172.)

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DISPLAYS

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INTRODUCTION

Texas, like other states in the rapidly changing Southwest, has experienced significant growth in its minority populations in recent years. This growth is likely to continue in the foreseeable future because of the age distribution and birth rates for these population groups and other factors, including migration from other states and nations.

Simultaneous with this population growth, the need for high-quality education is increasing. This need applies to the entire state as it strives to keep pace in an increasingly competitive world economy and, more specifically, to individuals in those population groups who have historically been less well served by education.

Texas is very much a part of the Southwest, culturally and economically. Demographic factors, along with the goal of sustaining a high level of economic growth, are virtually propelling the Southwest to a "minority majority," first in the school-age population and later in the population as a whole. This transition raises the educational challenges to a new level of both social urgency and economic necessity.

This brief report documents and graphically illustrates the challenges posed by these changing conditions. Beginning with basic demographic data and trends, a series of displays shows the decreasing representation of minorities at each successive level of education in Texas. The displays also relate conditions in Texas to those in the surrounding states of the Southwest.

Much has been done to address these changes; much more needs to be done now and in the future. The WICHE Regional Policy Committee on Minorities in Higher Education included several representatives from Texas. The committee's 1987 report, From Minority to Majority: Education and the Future of the Southwest, contains five major goals and 20 specific recommendations to help address the underrepresentation of minorities in education. State meetings, new coalitions, workshops, and other efforts will also be necessary to sustain public attention and to continue progress in addressing these challenges. This report is intended to contribute to these efforts.

POPULATION GROWTH IN TEXAS

Texas grew rapidly between 1970 and 1985. Net immigration into Texas was 8.5 percent between 1980 and 1985, fifth highest among the 50 states. While population growth in Texas has slowed since the 1970s, due to petroleum market conditions and other factors, the state is expected to continue to grow more rapidly than the nation.

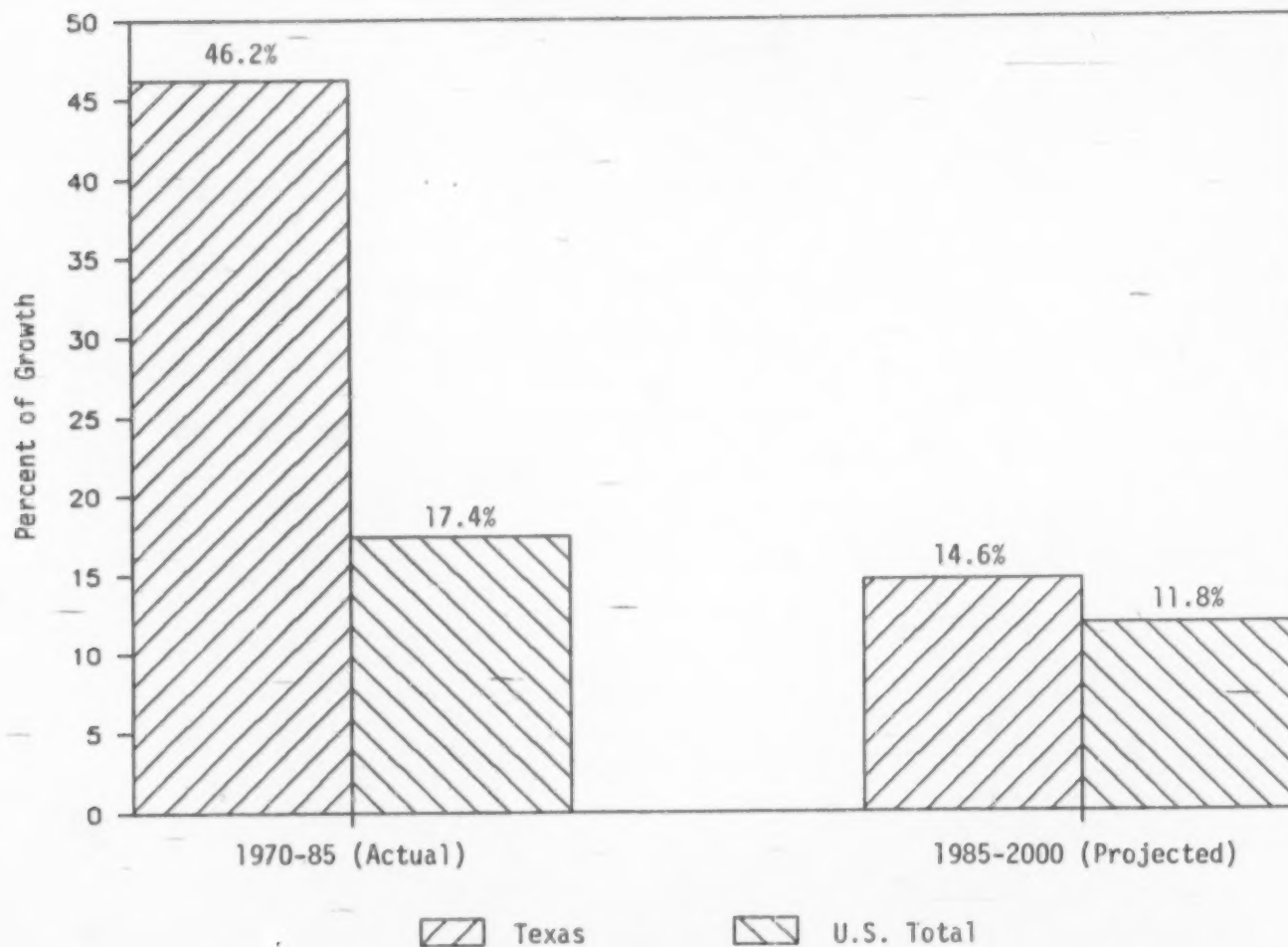
- The population of Texas grew 46.2 percent between 1970 and 1985, compared to 17.4 percent national growth.
- Projected population growth in Texas is 14.6 percent between 1985 and 2000, compared to 11.8 percent growth projected for the nation.

These projections are based on estimates from the National Planning Association, and they incorporate assumptions about future economic growth. Other sources may make different assumptions about the future, but in any case it is clear that growth will depend more on human resource development and less on natural resource development than in the past.

Display 1

POPULATION GROWTH IN TEXAS

	<u>1970</u>	<u>1985</u>	<u>2000 (projected)</u>
Texas	11,199,000	16,370,000	18,801,000
U.S. Total	203,302,000	238,740,000	266,929,500



Source: U.S. Bureau of the Census and Projections by the National Planning Association.

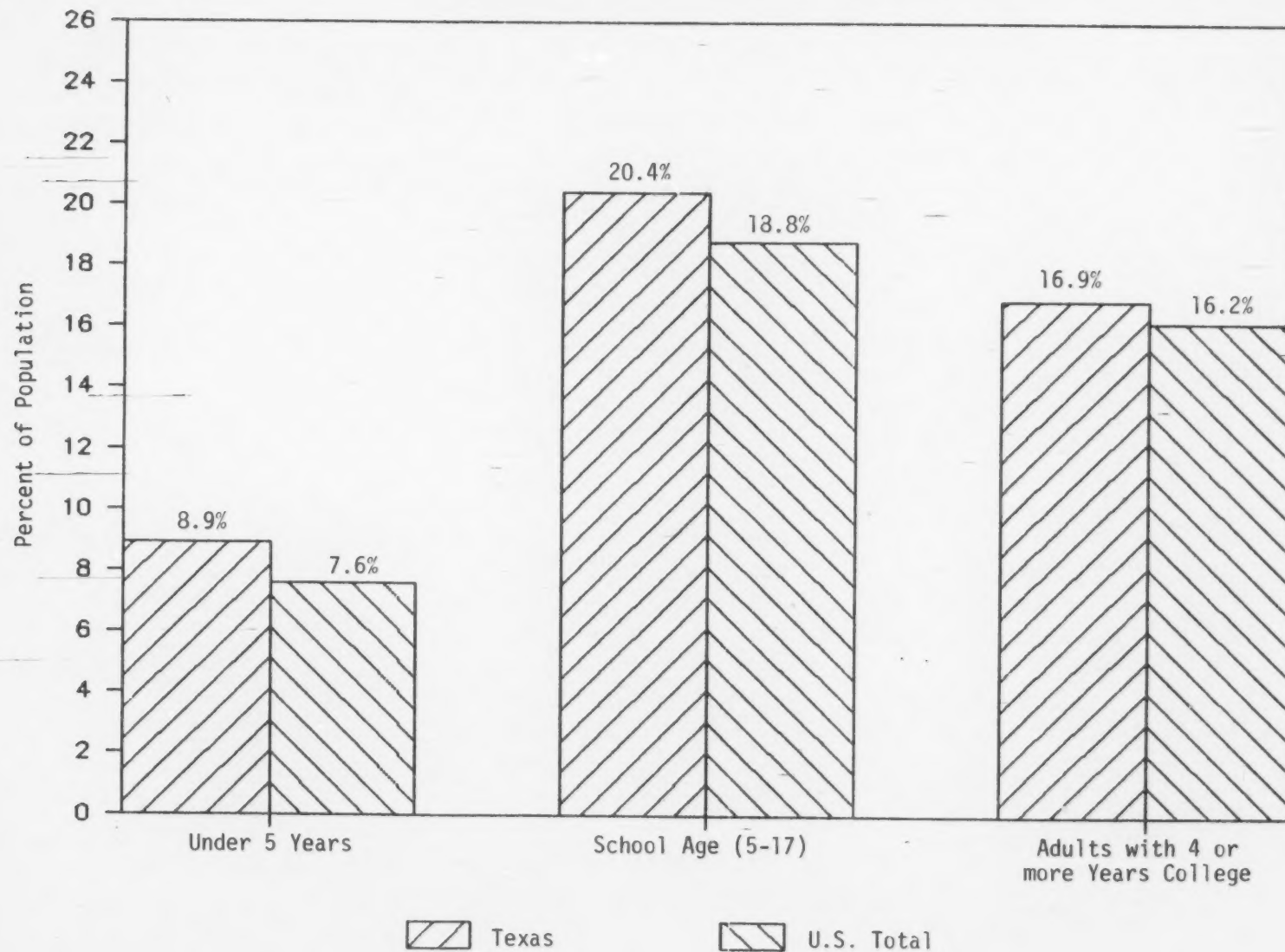
CHARACTERISTICS OF THE TEXAS POPULATION

Compared to the nation, Texas has a young population. A large school-age population increases the need for educational services. Also, more adults in Texas have a college education than in the nation as a whole.

- In Texas, 8.9 percent of the population is under age five, compared to 7.6 percent for the nation as a whole.
- The school-age population is 20.4 percent of the total population in Texas, compared to 18.8 percent for the nation.
- In 1980, 16.9 percent of Texas adults had completed 4 or more years of college, slightly higher than the 16.2 percent of adults in the nation as a whole.

Display 2

CHARACTERISTICS OF THE TEXAS POPULATION



Source: U.S. Bureau of the Census.

TEXAS MINORITY/MAJORITY POPULATIONS

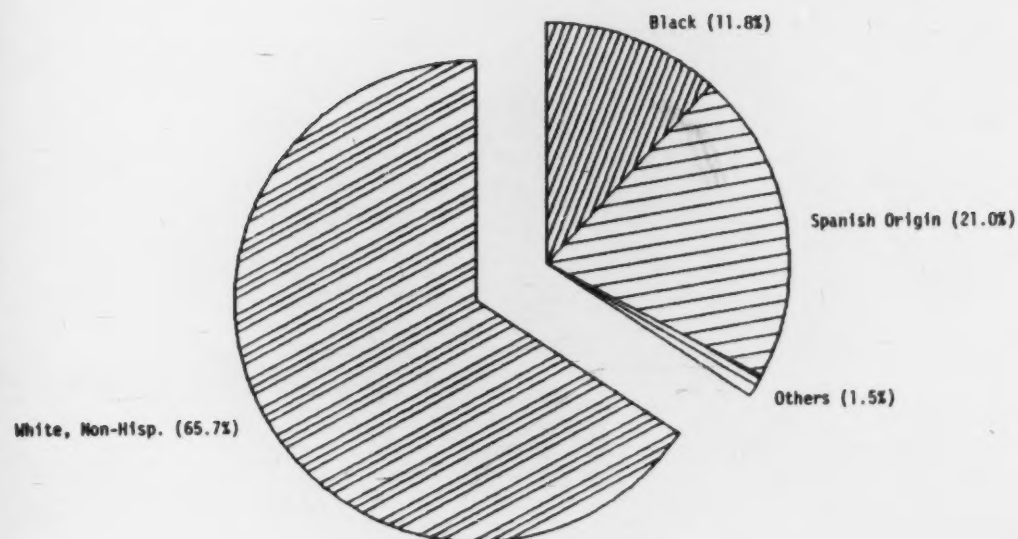
Minority and majority populations are in transition in Texas. The proportions differ across age groups, and are changing rapidly.

- In 1980, 65.7 percent of the total population of Texas was White, non-Hispanic, while 21 percent was of Spanish origin.
- In the population under age five, 54.6 percent were White, non-Hispanic and over 30 percent were Spanish origin.
- In 1980, the Black population was 11.8 percent of the total population of Texas and 13.5 percent of the population under age five.

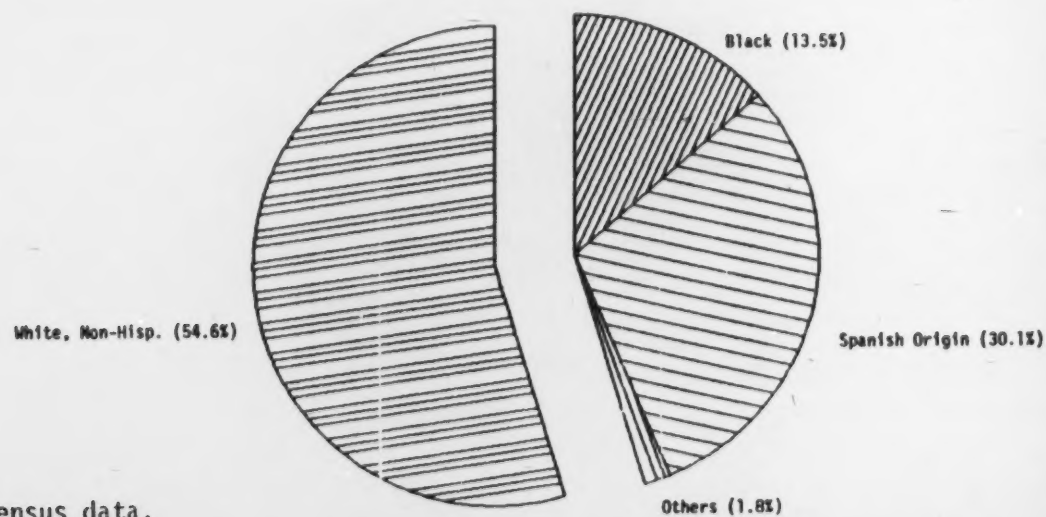
Display 3

TEXAS MINORITY/MAJORITY POPULATIONS
1980

All Ages



Under Age Five



Source: Estimates based on U.S. Bureau of the Census data.

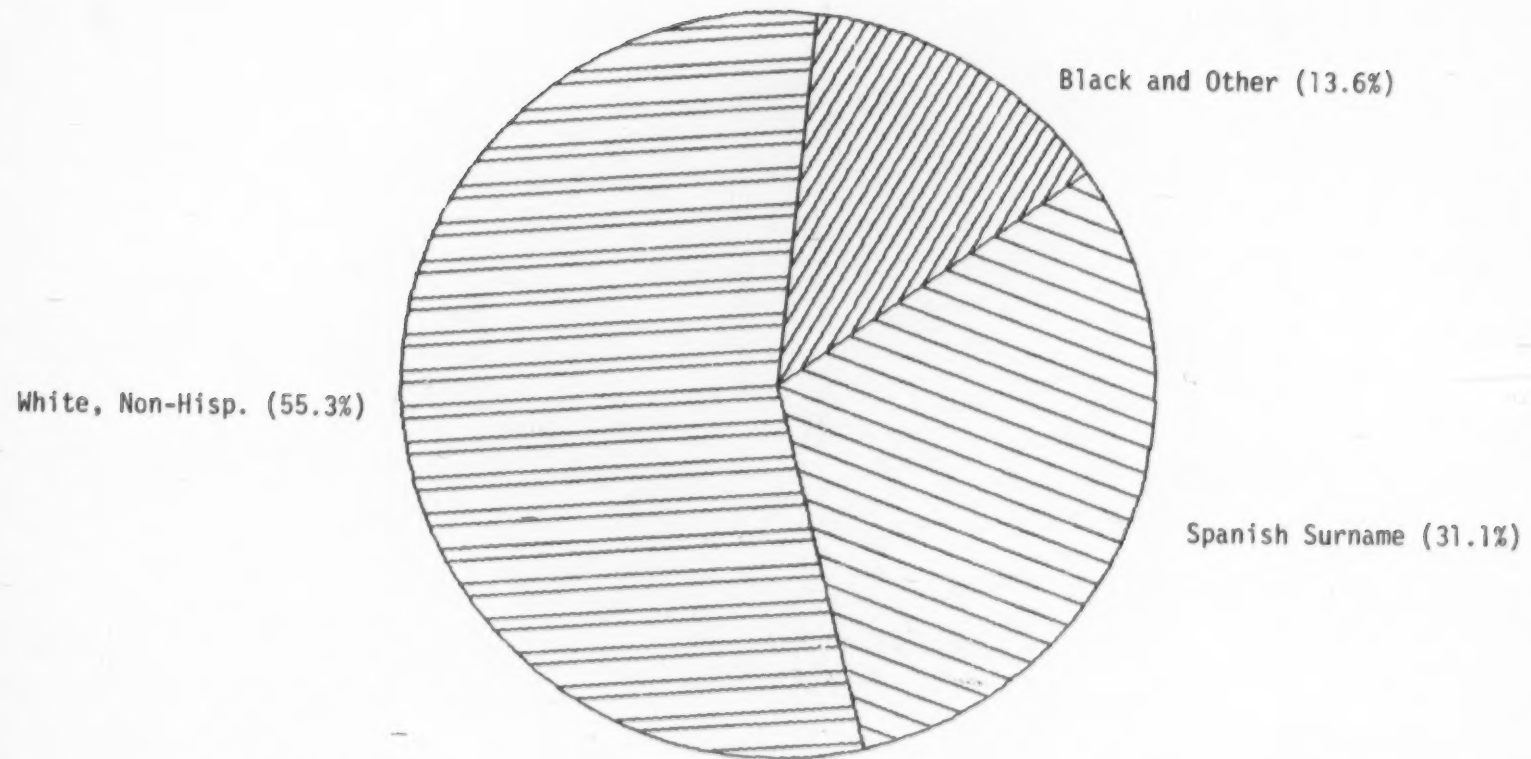
BIRTHS IN TEXAS

Of the 307,003 births in Texas during 1986, nearly 45 percent were in minority groups.

- White, non-Hispanic births were 55.3 percent of the total during 1986.
- Minority child births were 44.7 percent of total births in Texas during 1986, including 31.1 percent Spanish surname and 13.6 percent Black or other.

While other factors also contribute to population growth, comparatively high minority birth rates will continue to have a direct impact on school-age populations and will contribute to longer-term demographic shifts in the population as a whole.

Display 4
BIRTHS IN TEXAS
1986



Source: Texas Department of Health.

MINORITY POPULATIONS IN THE SOUTHWEST

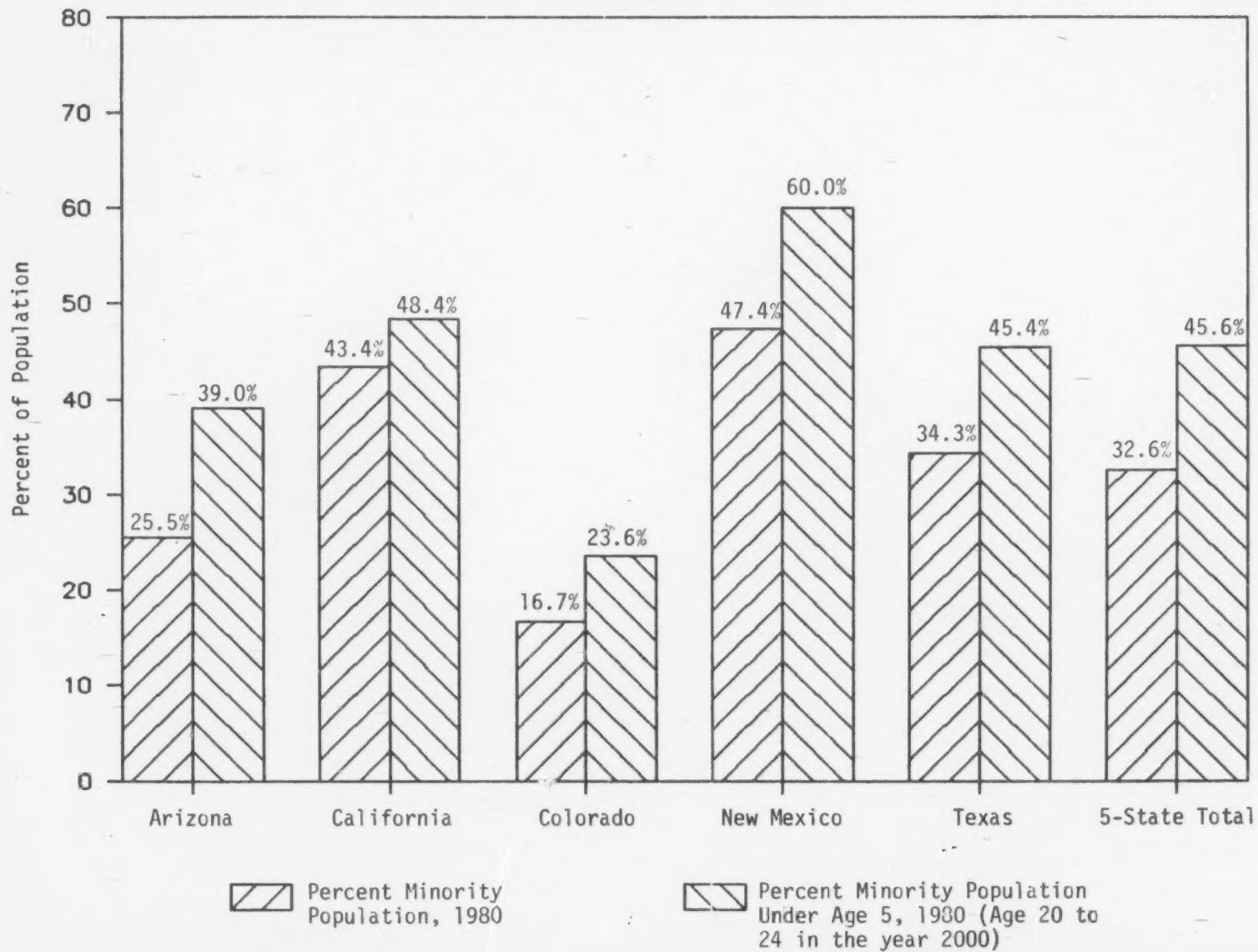
Texas and four other southwestern states--Arizona, California, Colorado, and New Mexico --have large minority populations. These populations are younger and growing more rapidly than the region's White, majority population.

- In 1980, nearly one-third (32.6 percent) of the total population of the five southwestern states was minority.
- By percent, the minority proportion is highest in New Mexico--47.4 percent--and third highest in Texas--34.3 percent in 1980.
- Among those under age five in 1980, 45.4 percent were minority in Texas, virtually the same as the five-state region as a whole.

Even without continued net immigration for these groups, today's minorities will approach (and in some cases will become) a majority of the population under age 25 in the year 2000. Sometime early in the 21st century, if current trends continue, these groups will be a majority of the region's total population.

Display 5

MINORITY POPULATIONS IN THE SOUTHWEST
1980



Source: 1980 Census.

EDUCATIONAL ATTAINMENT AMONG TEXAS ADULTS

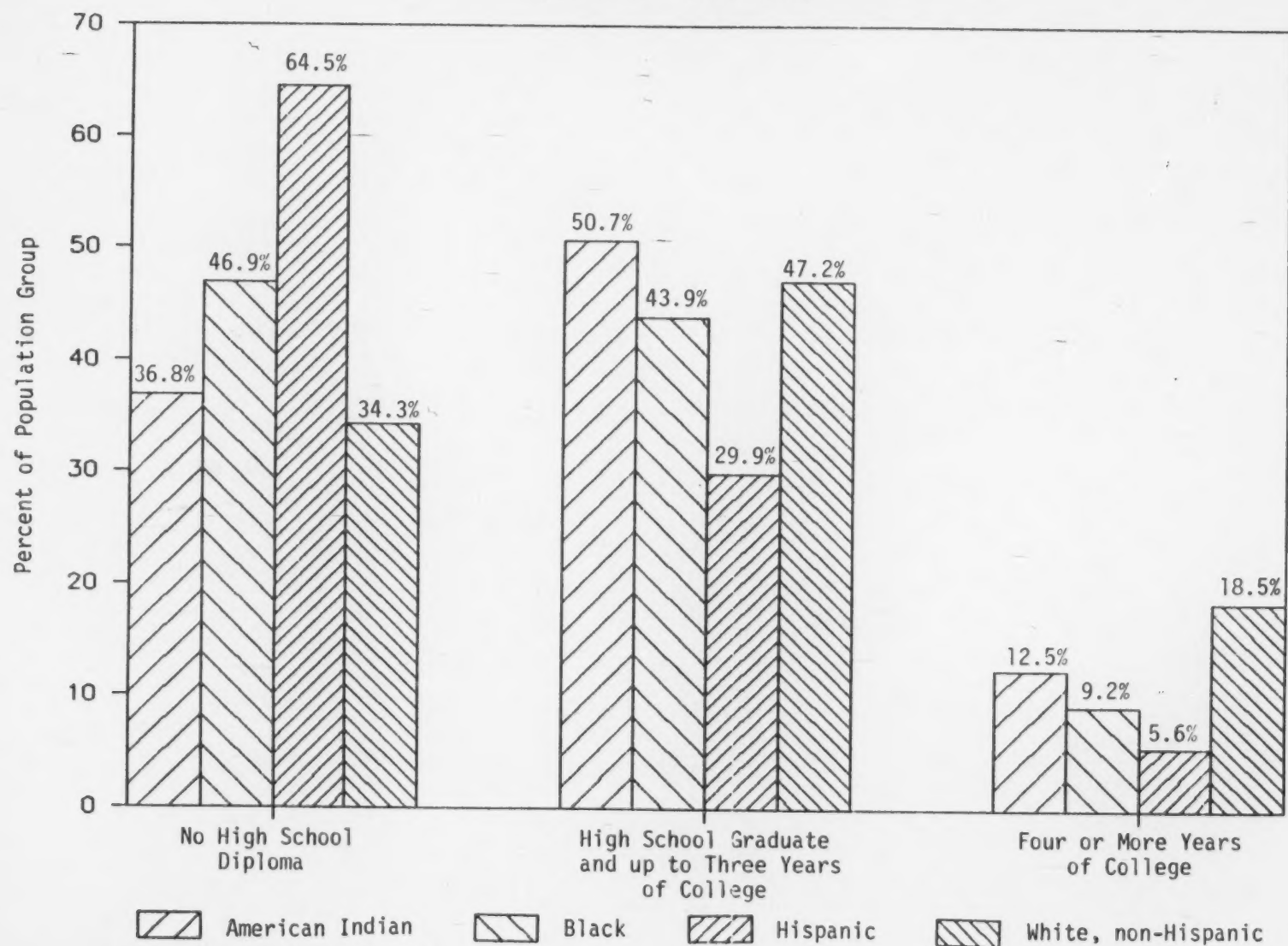
The level of educational attainment among adults in Texas varies across population groups.

- In 1980, 46.9 percent of Black adults in Texas and nearly two-thirds (64.5 percent) of Spanish origin adults in Texas had not completed high school. In contrast, only one out of three White Texans (34.3 percent) had not completed high school and 36.8 percent of American Indian adults had not finished high school.
- Only 12.5 percent of American Indian, 9.2 percent of Black, and 5.6 percent of Spanish origin adults in Texas completed four or more years of college, in contrast to 18.5 percent of White adults.

These proportions apply to the adult population in 1980, and point to significant differences in educational attainment among Texas adults. As the proportion of comparatively undereducated populations increases, the overall educational attainment level of the Texas population may decrease unless improvements are achieved for the growing proportion of minority youth.

Display 6

EDUCATIONAL ATTAINMENT AMONG TEXAS ADULTS
(AGE 25 OR MORE, 1980)



Source: 1980 Census.

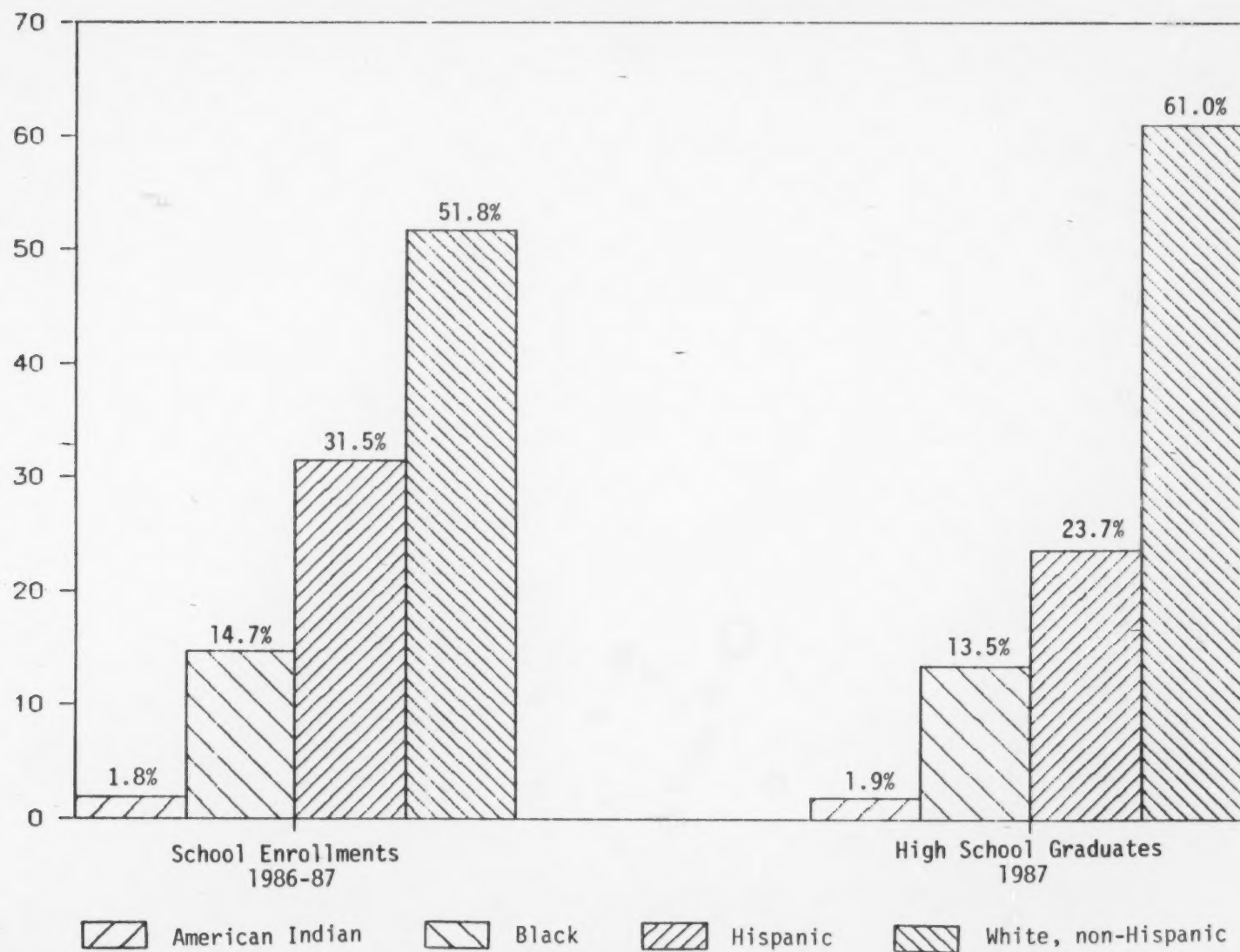
SCHOOL ENROLLMENTS AND HIGH SCHOOL GRADUATES IN TEXAS

Data on school enrollments and high school graduates reflect the importance of minority students in education at all levels in Texas, and the uneven rates in high school completion.

- Black students were 14.7 percent of enrollments and 13.5 percent of high school graduates in Texas during 1986-87.
- Hispanic students were 31.5 percent of high school enrollments, but only 23.7 percent of graduates in Texas during 1986-87.
- Asian students were 1.8 percent of enrollments and 1.9 percent of high school graduates.
- White, non-Hispanic students were 51.8 percent of total enrollments and 61.0 percent of graduates.

Display 7

SCHOOL ENROLLMENTS AND HIGH SCHOOL GRADUATES IN TEXAS



Note: American Indians were 0.2 percent of school enrollments and 0.1 percent of graduates.

Source: Texas Education Agency.

TEXAS POSTSECONDARY ENROLLMENTS BY RACE/ETHNICITY

Minorities are not represented in Texas postsecondary enrollments in proportion to their percentage in the college-age population.

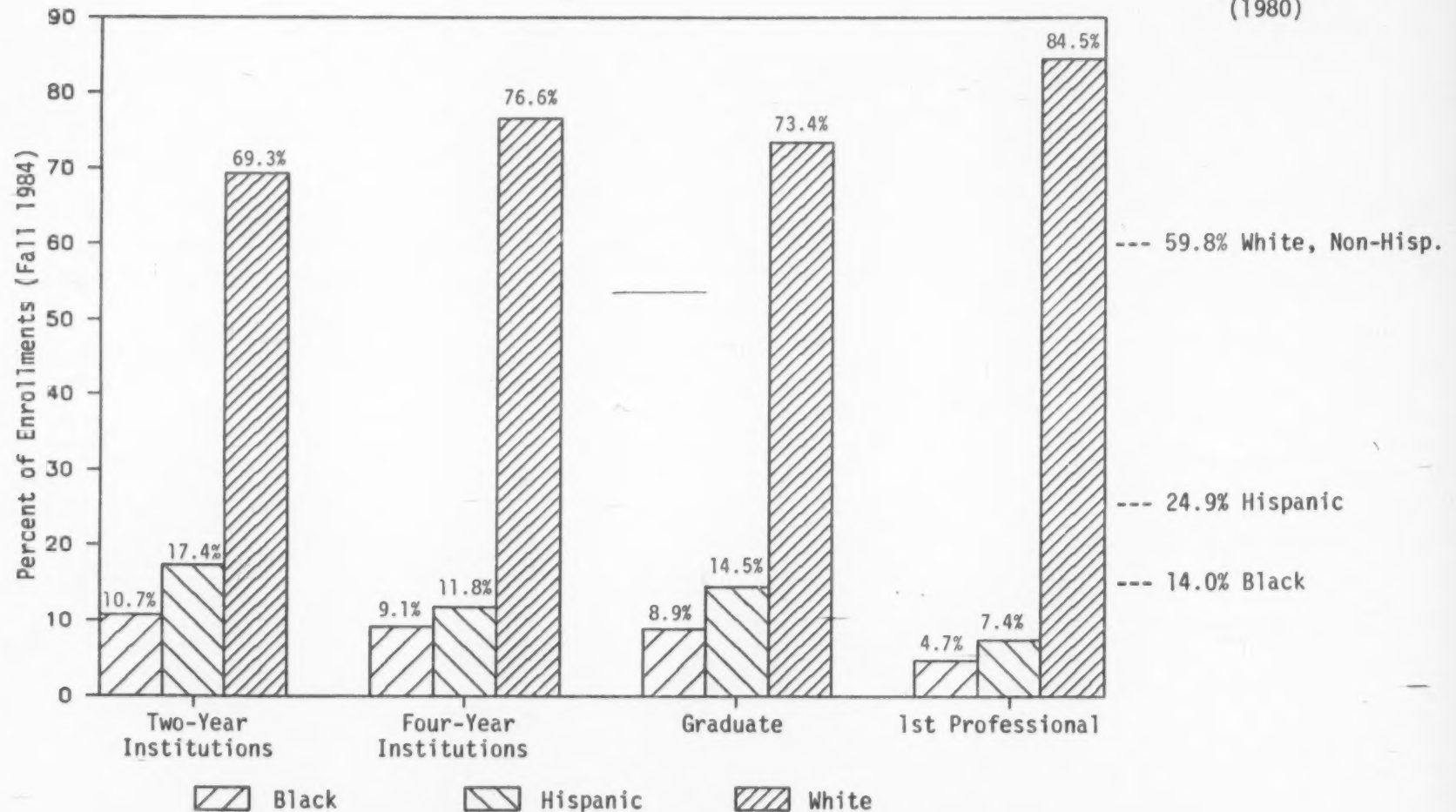
- Whites, who comprised 59.8 percent of the Texas population ages 15-19 in 1980, made up approximately 70 to 85 percent of postsecondary enrollments at different levels in 1984.
- Hispanics, 24.9 percent of the population ages 15-19 in 1980, were underrepresented at all levels of higher education in Texas, with only 17.4 percent of two-year enrollments, 11.8 percent of four-year enrollments, 14.5 percent of graduate enrollments, and 7.4 percent of first-professional degree enrollments.
- Blacks were also significantly underrepresented in higher education at all levels--10.7 percent of two-year enrollments, 9.1 percent of four-year enrollments, 8.9 percent of graduate enrollments, and 4.7 percent of professional degree enrollments, compared to 14.0 percent of the relevant population group.

The population data are from the 1980 census; the enrollment data are for 1984. The four-year lag allows for the aging and entry of these age cohorts into the postsecondary system. Although not an ideal measure, this provides an indicator of the uneven enrollment rates.

Display 8

TEXAS POSTSECONDARY ENROLLMENTS BY RACE/ETHNICITY

Percent of
Population
Ages 15-19
(1980)



Note: Asian enrollment in Texas: two-year, 2.1 percent; four-year, 2.2 percent; graduate, 2.9 percent; first professional, 3.0 percent. Texas population ages 15-19 includes 1.3 percent Asian and other categories. Enrollment data exclude foreign nationals and "unknowns" category.

Sources: 1980 Census and U.S. Department of Education data tapes.

TEXAS POSTSECONDARY DEGREES

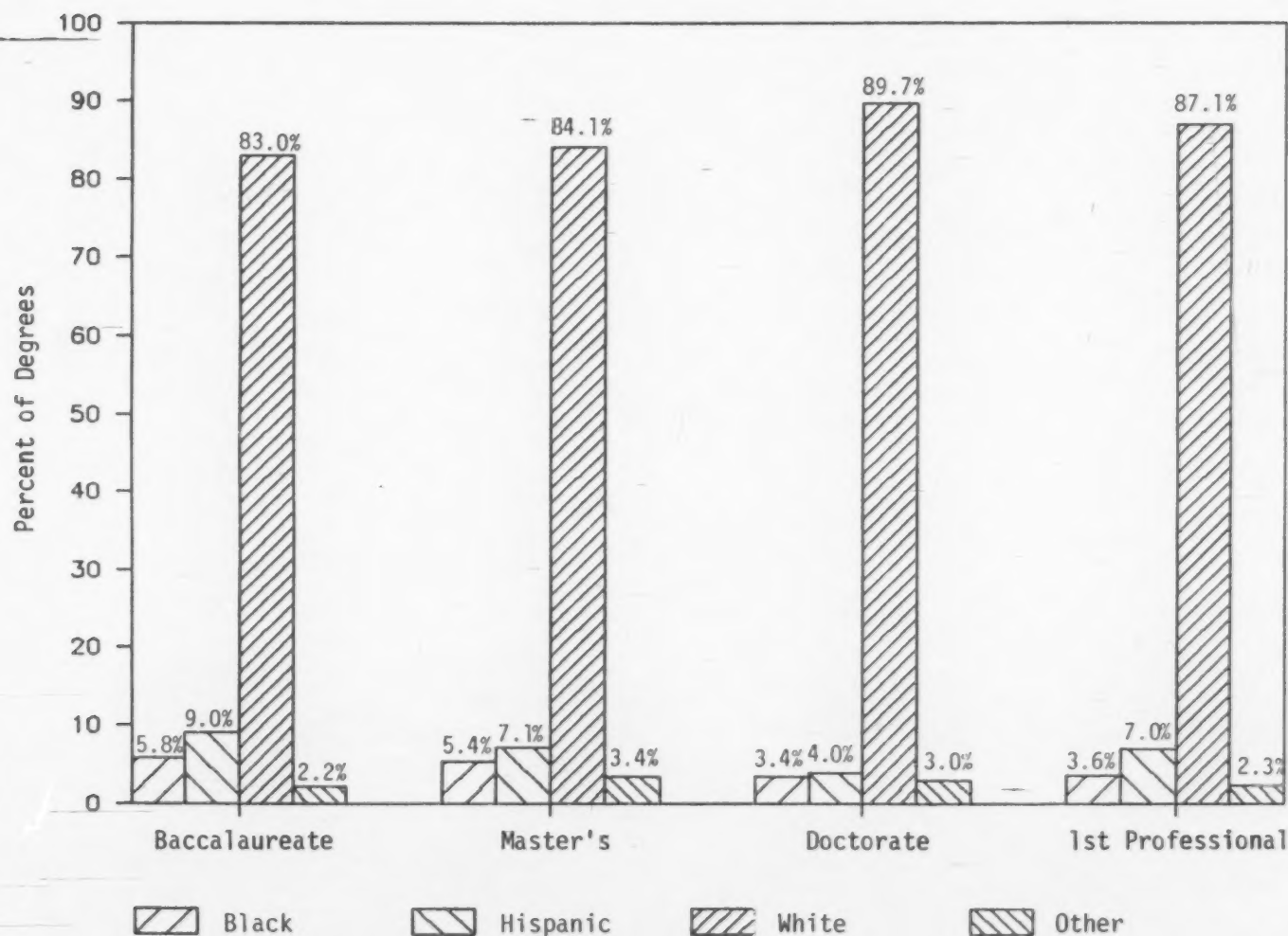
American Indians, Blacks, and Hispanics have not been proportionately represented among degree recipients from Texas institutions, compared with their proportions in postsecondary enrollments.

- Blacks received only 5.8 percent of baccalaureate degrees, 5.4 percent of master's degrees, 3.4 percent of the doctorates, and 3.6 percent of the first professional degrees in 1984-85 in Texas.
- Hispanics received only 9.0 percent of the baccalaureate degrees, 7.1 percent of the master's degrees, 4.0 percent of the doctoral degrees, and 7.0 percent of the first-professional degrees in 1984-85.

Comparisons with proportions in postsecondary enrollments and in the relevant population groups can be made by comparing Display 9 with Display 8.

Display 9

TEXAS POSTSECONDARY DEGREES, 1984-85



Note: Percentages exclude degrees granted to foreign nationals and "unknown" category. "Other" includes American Indians and Asians.

Source: U.S. Department of Education data tapes.

COMPARATIVE REPRESENTATION IN HIGHER EDUCATION, SOUTHWEST STATES

Throughout the Southwest, minorities remain significantly underrepresented in higher education enrollments relative to their proportion of the population.

- In the early 1980s, approximately 40 percent of the traditional college-entering population in Texas was American Indian, Black, or Hispanic. This compared with approximately 35 percent for the five-state region.
- These groups together comprise between 21 percent and 29 percent of postsecondary enrollments in Texas, somewhat higher than for the region as a whole.
- The ratio of enrollment to population representation is comparatively high in Texas at all levels--.73 in two-year institutions, .54 at four-year institutions, and .65 at the graduate level, compared to .70, .49, and .51, respectively, for the region.
- Minority representation in Texas is also relatively uniform across the sectors--two-year, four-year, and graduate levels--compared to other southwestern states.

Display 10

COMPARATIVE REPRESENTATION IN HIGHER EDUCATION
SOUTHWEST STATES

State	Minority* Percent of Population Ages 15-19	Minority* Percent of Two-Year Enrollment	Ratio of Under/Over Representation	Minority* Percent of Four-Year Enrollment	Ratio of Under/Over Representation	Minority* Percent of Graduate Enrollment	Ratio of Under/Over Representation
Texas	39.3%	28.6%	.73	21.2%	.54	21.4%	.65
Arizona	31.5	20.1	.64	10.8	.34	9.9	.31
Colorado	19.8	12.9	.65	8.2	.41	8.5	.43
California	33.5	24.2	.72	15.5	.46	17.3	.52
New Mexico	55.1	34.8	.63	33.7	.61	33.7	.61
5-State Total	35.1	24.7	.70	17.2	.49	17.8	.51

Note: A ratio of 1.0 indicates 1984 minority enrollments in equal proportion to minority representation in the population ages 15-19 in 1980. A ratio of less than 1.0 indicates underrepresentation in enrollments relative to population; greater than 1.0 indicates overrepresentation.

*Minorities included are American Indian, Blacks, and Hispanics.

Source: U.S. Department of Education data tapes.

MINORITY DEGREE COMPLETION RATIOS IN TEXAS

Students differ in the length of time it takes to complete a postsecondary degree and in the likelihood of ever achieving that goal. Previous academic preparation, personal circumstances, and many other factors contribute to these variations in outcomes. Individual differences, however, do not account for the very large variations across population groups.

- In Texas, the White majority student population has a baccalaureate "degree completion ratio" of 17.7 (i.e., the number of degrees received equals 17.7 percent of total White enrollment in four-year programs).
- In contrast, the baccalaureate degree completion ratio for Black students is only 10.5, and for Hispanic students, 12.4.
- Even greater differences occur at the graduate levels, with degree completion ratios of 28.7 for White students, compared to 15.4 for Blacks, and 13.4 for Hispanics.
- American Indian and Asian students, with smaller numbers, have completion ratios closer to those for Whites.

Display 11

MINORITY DEGREE COMPLETION RATIOS IN TEXAS

	Four-Year Enrollment Fall 1984	Baccalaureate Degrees Granted 1984-85	Degree Completion Ratio*	Graduate Level Enrollment 1984	Graduate Degrees Granted 1984-85	Degree Completion Ratio*
Total Enrollment	330,412	53,963	16.3	78,852	20,073	25.5
American Indian	7,914	218	23.9	299	70	23.4
Asian	2,276	980	13.5	2,274	556	24.5
Black	29,939	3,132	10.5	6,334	975	15.4
Hispanic	39,066	4,862	12.4	10,311	1,382	13.4
White	253,217	44,771	17.7	59,634	17,090	28.7

$$\text{*Degree Completion Ratio} = \left(\frac{\text{Degrees Granted}}{\text{Total Program Enrollment}} \right) \times 100$$

NOTE: Enrollment and degree data exclude foreign nationals and those who did not indicate race/ethnicity.

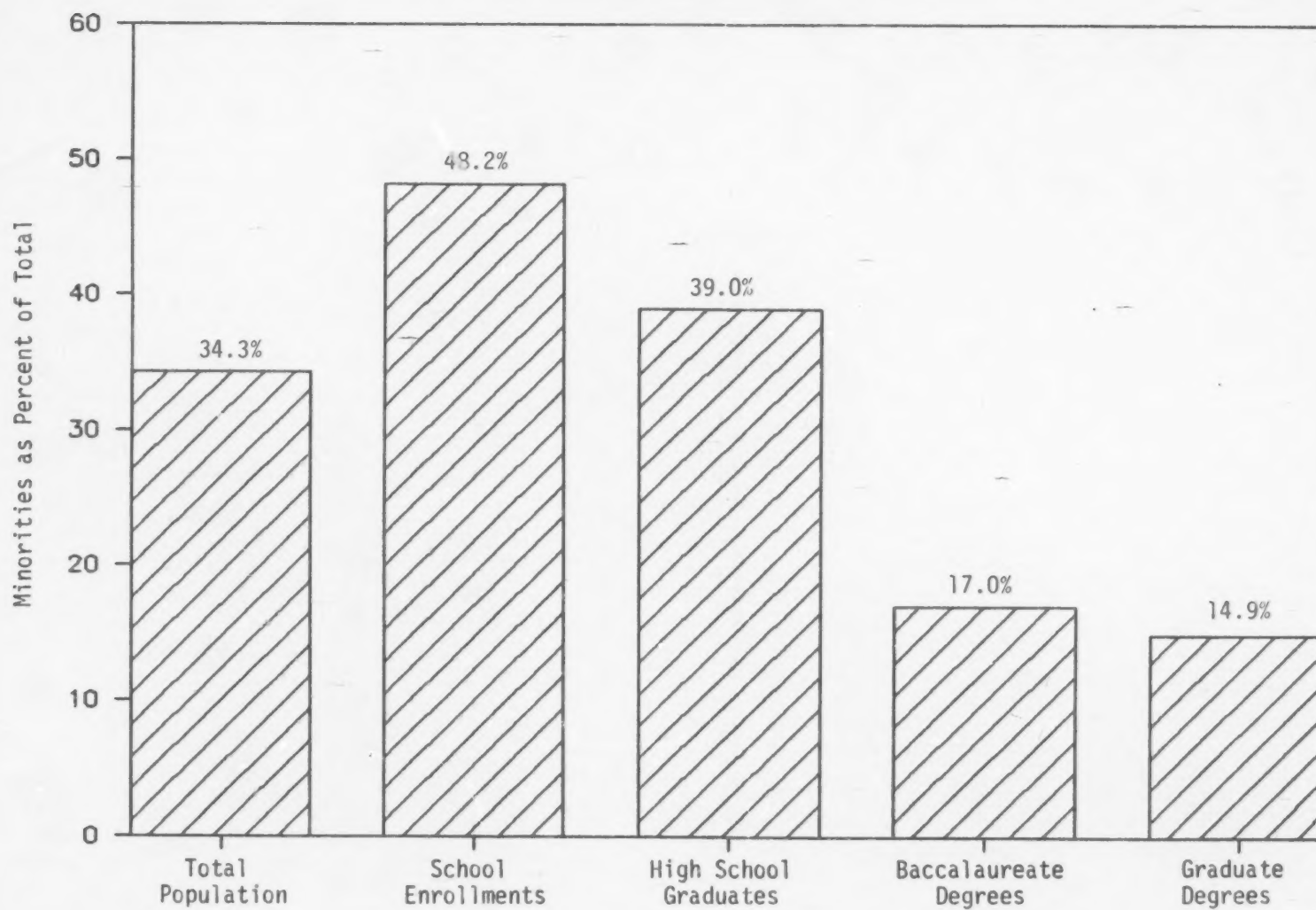
DEMOGRAPHY AND EDUCATION IN TEXAS

As the previous tables and graphs indicate, minorities have been historically underrepresented in education relative to their proportion of the population. In the 1980 census, minorities were 34.3 percent of the total population in Texas. American Indians, Blacks, Hispanics, and other minorities combined comprised 48.2 percent of school enrollments in 1986-87. But, these groups together are only 39.0 percent of high school graduates, 17.0 percent of baccalaureate degrees and 14.9 percent of graduate degrees awarded in recent years.

As these populations increase in size and move into the education system and workforce, they will need both opportunity and success in education. Unless educational participation and outcomes are improved and made more uniform, current trends point to a slippage in educational attainment for Texas as a whole, resulting in disadvantages for these individuals and for the state in an increasingly competitive economic environment.

Display 12

DEMOGRAPHY AND EDUCATION IN TEXAS



Note: Population data for 1980; education data for 1985 to 1987. See previous displays for sources.

SOURCES

Demographic data in this report were derived primarily from the 1980 U.S. Census. For a description of the specific sources (reports, data tapes) see: Norman S. Kaufman, et. al., The Changing Demographics of the Southwest: Data and Issues Relating to Minority Representation in Postsecondary Education in Seven Southwestern States (Boulder, CO: WICHE, 1983). This publication also contains definitions of the census categories for race/ethnicity, and the methods used to adjust those categories to separate Hispanic populations from White, non-Hispanic populations. The 1980 Census uses Spanish origin, which includes all racial groups of Spanish descent. Variations in the racial/ethnic categories and in reporting procedures used by different agencies mean, however, that care must be taken in comparing population data from different sources.

More recent U.S. Bureau of the Census publications used in this report include: State Population and Household Estimates to 1985, With Age and Components of Change (Series P-25, No. 998) and Projections of the Hispanic Population: 1983-2080 (Series P-25, No. 995). When not available from state agencies, state population projects were taken from the National Planning Association, Regional Economic Projections Series (Washington, D.C., 1986).

Data on school enrollments and high school graduates were collected from the appropriate state agencies. When not available, these data were taken from: U.S. Department of Education, Center for Education Statistics, Digest of Educational Statistics, 1987 (Washington, D.C.). Birth data were collected from state health agencies.

Postsecondary education data were derived primarily from "Fall Enrollment and Compliance Report of Institutions of Higher Education, 1984," (HEGIS XIX) and "Degrees and other Formal Awards Conferred Between July 1, 1984 and June 30, 1985," (HEGIS XX). Tables and graphs were prepared by WICHE and the National Center for Higher Education Systems (NCHEMS) using data tapes from the U.S. Department of Education. For more complete data and descriptions of these sources see: Shaping the Future of the Southwest: Background Materials on Minorities in Education and the Economy of the Southwest (Boulder, CO: WICHE, 1987). These sources were augmented in some cases using data provided by state higher education agencies, as indicated on specific graphs or tables.

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**DEMOGRAPHY
AND
HIGHER EDUCATION
IN THE
CHANGING SOUTHWEST**

ARIZONA

**Western Interstate Commission for Higher Education
Information Clearinghouse**

Western Interstate Commission for Higher Education

The Western Interstate Commission for Higher Education (WICHE) is a nonprofit regional organization established by interstate compact to help western states to work together to provide high-quality, cost-effective programs to meet the education and manpower needs of the western region. Among its activities, WICHE provides information to higher education and government officials as they address important education issues in their states and across the region. The WICHE Information Clearinghouse Program serves as the primary focus for this information sharing and for the preparation of analytical reports on trends and issues affecting education in the region.

This report is part of a series of WICHE activities on the changing demography of the Southwest and steps to address the resulting educational challenges. Reports similar to this publication are also available for the states of California, Colorado, New Mexico, and Texas. Related reports published by WICHE include:

From Minority to Majority: Education and the Future of the Southwest A Report and Recommendations by the Regional Policy Committee on Minorities in Higher Education. (1987, Publication No. 2A170.)

Shaping the Future of the Southwest: Background Materials on Minorities in Education and the Economy of the Southwest. (1987, Publication No. 2A172.)

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DISPLAYS

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INTRODUCTION

Arizona, like other states in the rapidly changing Southwest, has experienced significant growth in its minority populations in recent years. This growth is likely to continue in the foreseeable future because of the age distribution and birth rates for these population groups and other factors, including immigration related to continued expansion of the state economy.

Simultaneous with this population growth, the need for high-quality education is increasing. This need applies to the entire state as it strives to keep pace in an increasingly competitive world economy and, more specifically, to individuals in those population groups who have historically been less well served by education.

Arizona is very much a part of the Southwest, culturally and economically. Demographic factors, along with the goal of sustaining a high level of economic growth, are virtually propelling the Southwest to a "minority majority," first in the school-age population and later in the population as a whole. This transition raises the educational challenges to a new level of both social urgency and economic necessity.

This brief report documents and graphically illustrates the challenges posed by these changing conditions. Beginning with basic demographic data and trends, a series of displays shows the decreasing representation of minorities at each successive level of education in Arizona. The displays also relate conditions in Arizona to those in the surrounding states of the Southwest.

Much has been done to address these changes; much more needs to be done now and in the future. The WICHE Regional Policy Committee on Minorities in Higher Education laid out a series of five goals and 20 specific recommendations in their 1987 report, From Minority to Majority: Education and the Future of the Southwest. State meetings, new coalitions, workshops, and other efforts will also be necessary to sustain public attention and to continue progress in addressing these challenges. This report is intended to contribute to these efforts.

POPULATION GROWTH IN ARIZONA

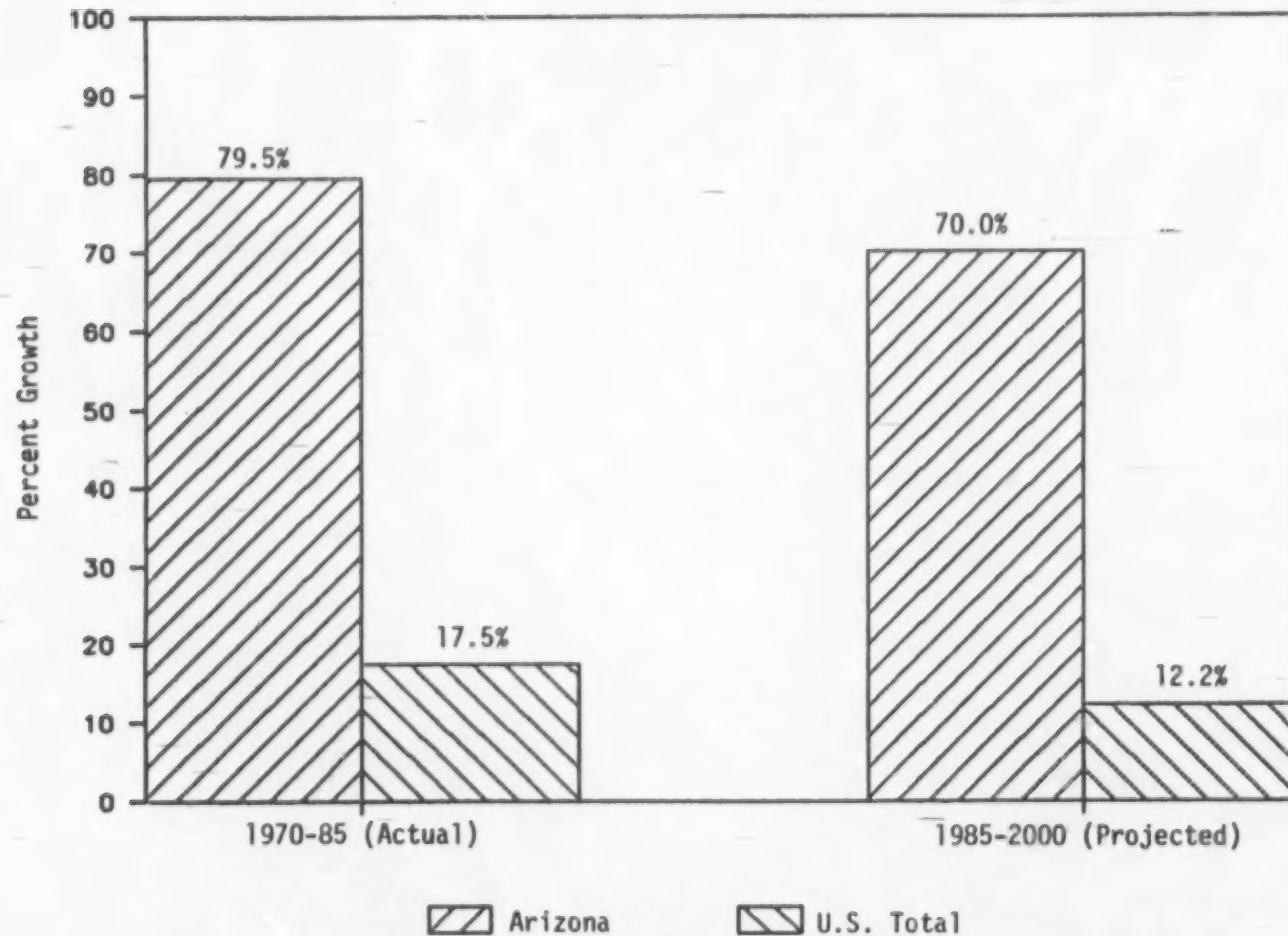
Arizona has grown rapidly since 1970. Net immigration was 11.3 percent between 1980 and 1985, fourth highest of all 50 states. The number of births per year in Arizona is also increasing rapidly. Based on these trends, rapid population growth is expected to continue in the coming decades.

- The population of Arizona grew 79.5 percent between 1970 and 1985, compared to 17.5 percent national growth.
- Projected population growth in Arizona is 70.0 percent between 1985 and 2000, compared to 12.2 percent projected population growth for the nation.

Display 1

POPULATION GROWTH IN ARIZONA

	<u>1970</u>	<u>1985</u>	<u>2000 (Projected)</u>
Arizona	1,775,000	3,187,000	5,321,000
U.S. Total	203,235,300	238,739,000	267,955,000



Source: U.S. Bureau of the Census and Arizona Department of Economic Security.

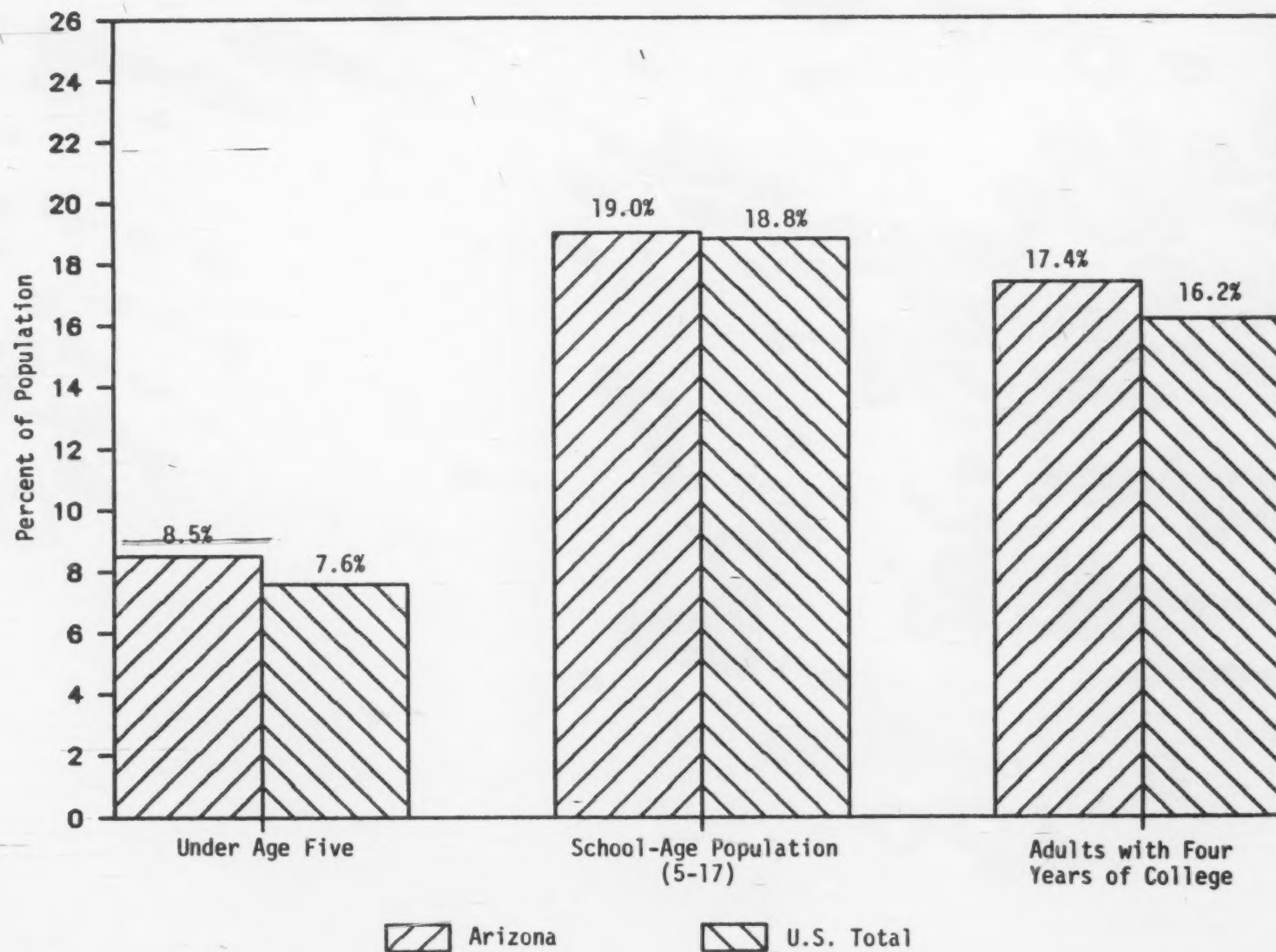
CHARACTERISTICS OF ARIZONA'S POPULATION

Arizona's school-age and pre-school populations are somewhat larger proportions of the total population than in the nation as a whole. This younger than average population increases the need for educational services. Also, more adults in Arizona have a college education than in the nation as a whole.

- In Arizona, 8.5 percent of the population is under age five, compared to 7.6 percent for the nation as a whole.
- The school-age population is 19.0 percent of the total population in Arizona, compared to 18.8 percent for the nation.
- In 1980, 17.4 percent of Arizona adults had completed 4 or more years of college, higher than the 16.2 percent of adults in the nation as a whole.

Display 2

CHARACTERISTICS OF ARIZONA'S POPULATION
1980



Source: U.S. Bureau of the Census.

ARIZONA'S MINORITY/MAJORITY POPULATIONS

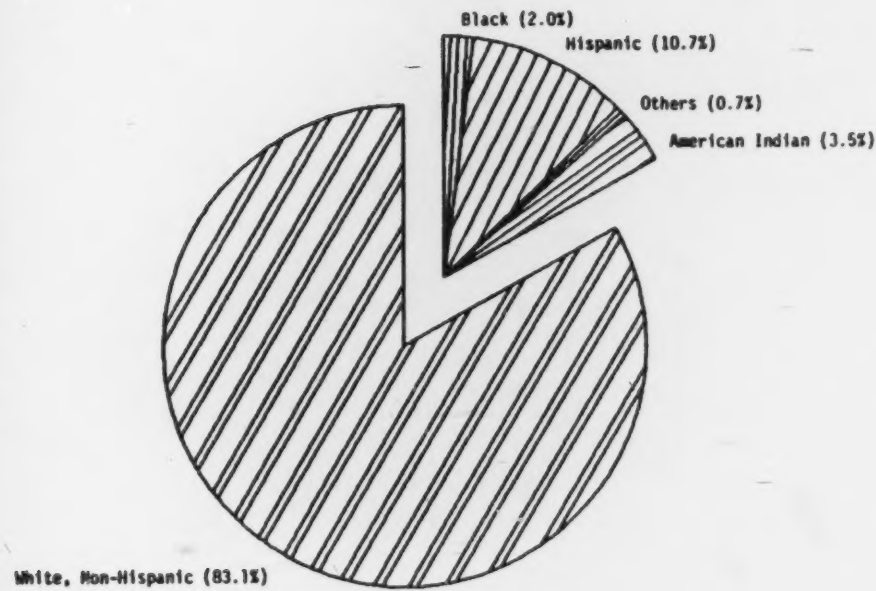
Minority populations are growing as a proportion of total population in Arizona.

- In the total population of Arizona in 1980, 10.7 percent were Hispanic, 3.5 percent American Indian, 2.0 percent Black, and 0.7 percent other categories.
- This distribution is significantly different for the population under age five. For these age cohorts in 1980, 25.6 percent were Hispanic, 9.2 percent American Indian, 3.3 percent Black, and 0.9 percent other categories.
- The White, non-Hispanic majority population was 83.1 percent of the total population in 1980, but only 61.0 percent of the population under age five.

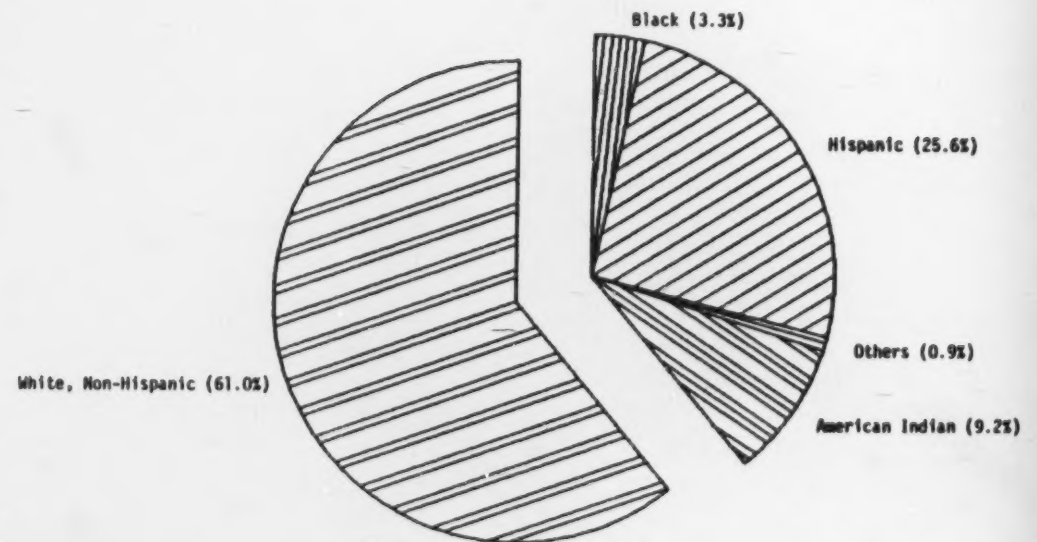
Display 3

ARIZONA'S MINORITY/MAJORITY POPULATIONS 1980

All Ages



Under Age 5



Source: Based on 1980 census data. Spanish origin is the census category for Hispanics.

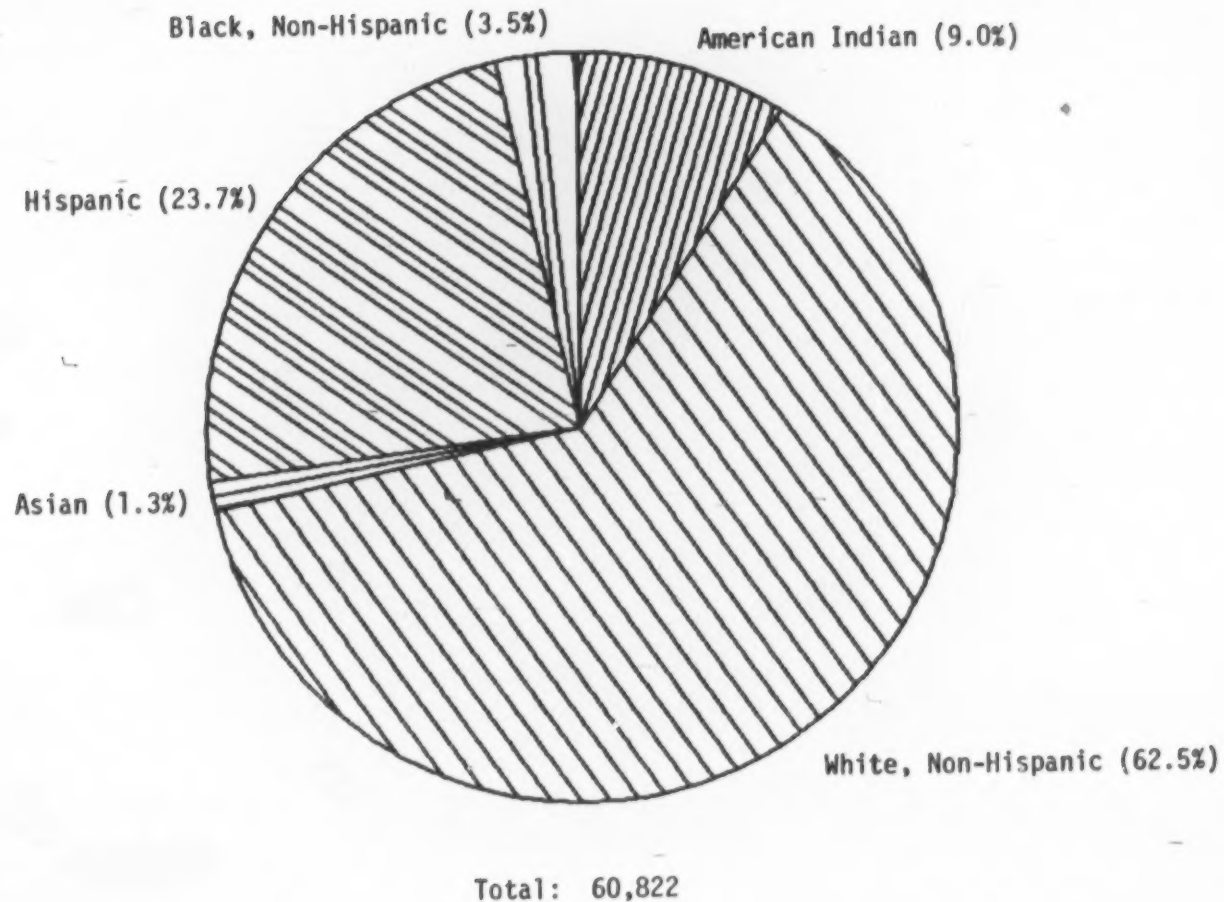
BIRTHS IN ARIZONA

There were 60,822 births in Arizona during 1986, a 21.5 percent increase since 1980. Minority population births are a large part of this rapid growth.

- Minority group births were 37.5 percent of the total in 1986; White, non-Hispanic births were 62.5 percent of the total.
- In 1986, 23.7 percent of Arizona births were Hispanic, 9.0 American Indian, 3.5 percent Black, and 1.3 percent Asian.

While other sources also contribute to population growth in Arizona, comparatively high minority birth rates will have a direct impact on school-age populations and lead to longer-term shifts in the population as a whole.

Display 4
BIRTHS IN ARIZONA
1986



Source: Arizona Department of Health Services.

MINORITY POPULATIONS IN THE SOUTHWEST

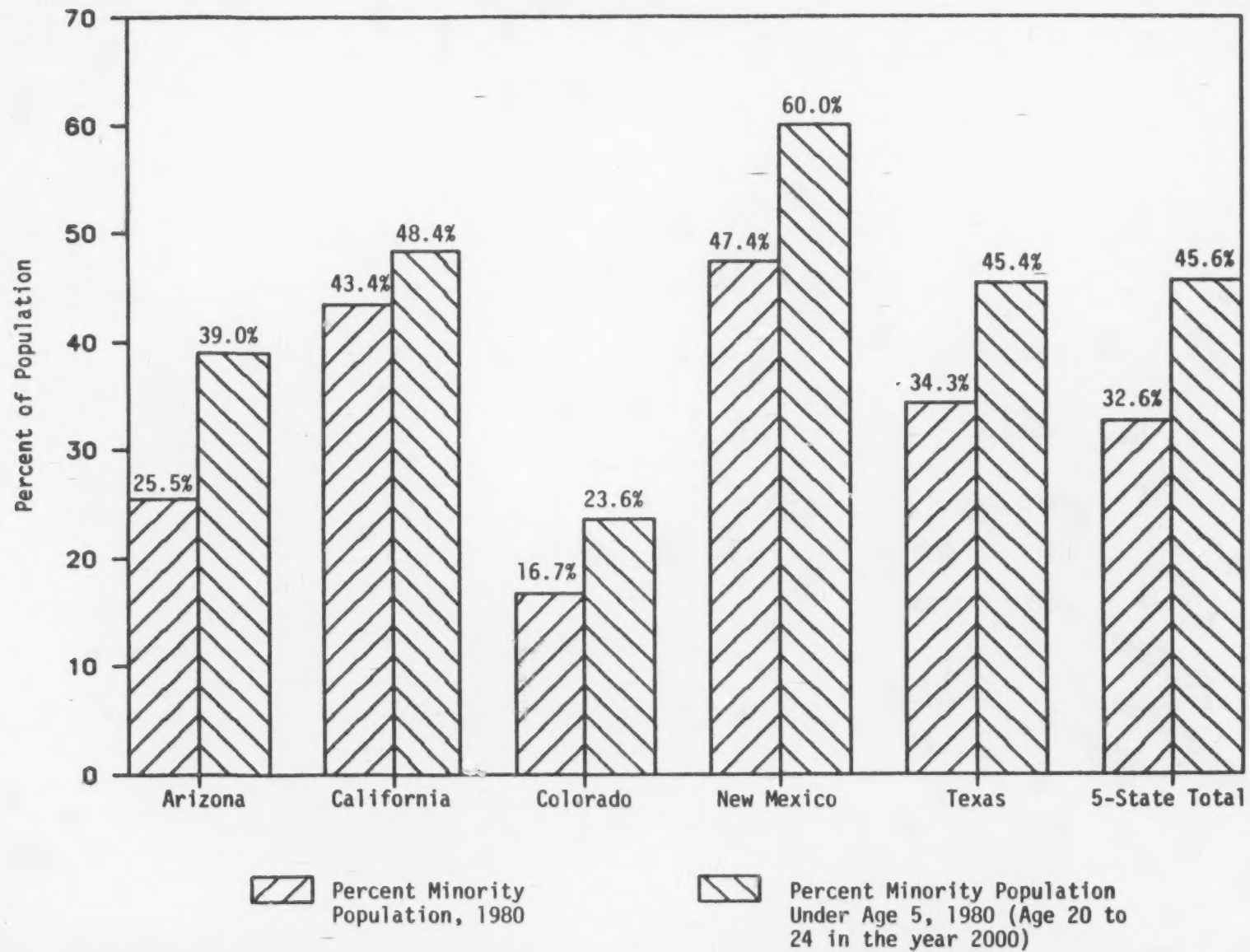
Arizona and four other southwestern states--California, Colorado, New Mexico, and Texas --have large minority populations. These populations are younger and growing more rapidly than the region's White, non-Hispanic (Anglo) population.

- In 1980, nearly one-third (32.6 percent) of the total population of the five southwestern states was non-Anglo minority.
- The non-Anglo proportion in Arizona was 25.5 percent in 1980.
- Among those under age five in 1980, 39.0 percent were non-Anglo in Arizona and 45.6 percent for the five-state region.

Even without continued net immigration for these groups, non-Anglo minorities will approach (and in some cases will become) a majority of the population under age 25 in the year 2000 in some states and areas of the Southwest. Sometime early in the 21st century, if current trends continue, non-Anglos will be a majority of the region's total population.

Display 5

MINORITY POPULATIONS IN THE SOUTHWEST
1980



Source: 1980 Census.

EDUCATIONAL ATTAINMENT AMONG ARIZONA ADULTS

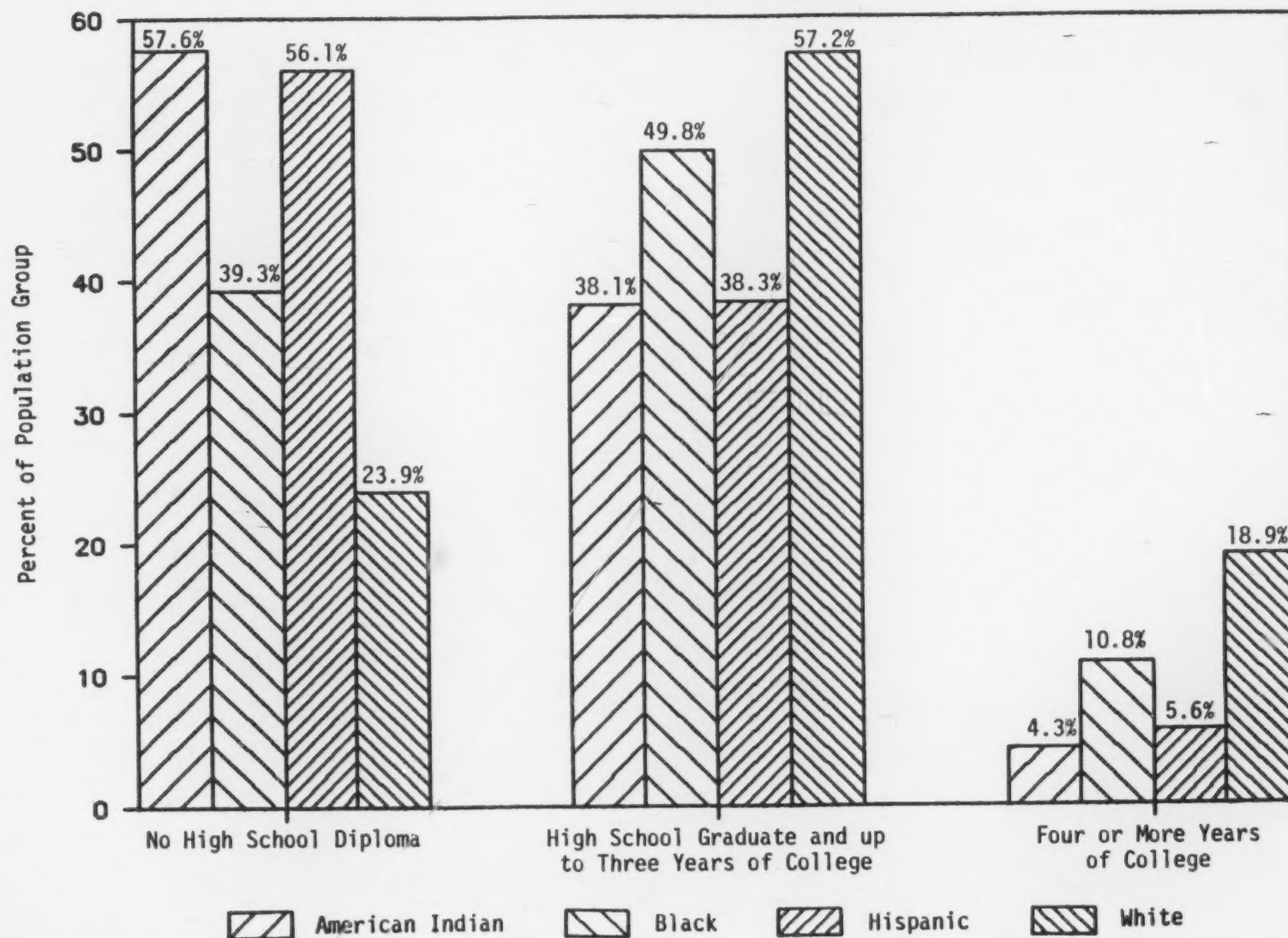
The level of educational attainment among Arizona adults varies across population groups.

- More than one-half of American Indian and Hispanic adults in Arizona have not completed four years of high school. In contrast, less one-quarter (23.9 percent) of White adults in Arizona have not completed high school.
- Only 4.3 percent of American Indian adults, 10.8 percent of Black adults, and 5.6 percent of Hispanic adults have completed four or more years of college in Arizona. In contrast, 18.9 percent of White adults have completed four or more years of college.

These proportions apply to the adult population in 1980, but they point to continuing differences in educational attainment among Arizona adults. As the proportion of comparatively undereducated populations increases, the overall educational attainment level in Arizona may decrease unless improvements are achieved for the growing proportion of minority youth.

Display 6

EDUCATIONAL ATTAINMENT AMONG ARIZONA ADULTS
(AGE 25 OR MORE, 1980)



Source: 1980 Census.

ARIZONA PUBLIC SCHOOL ENROLLMENTS

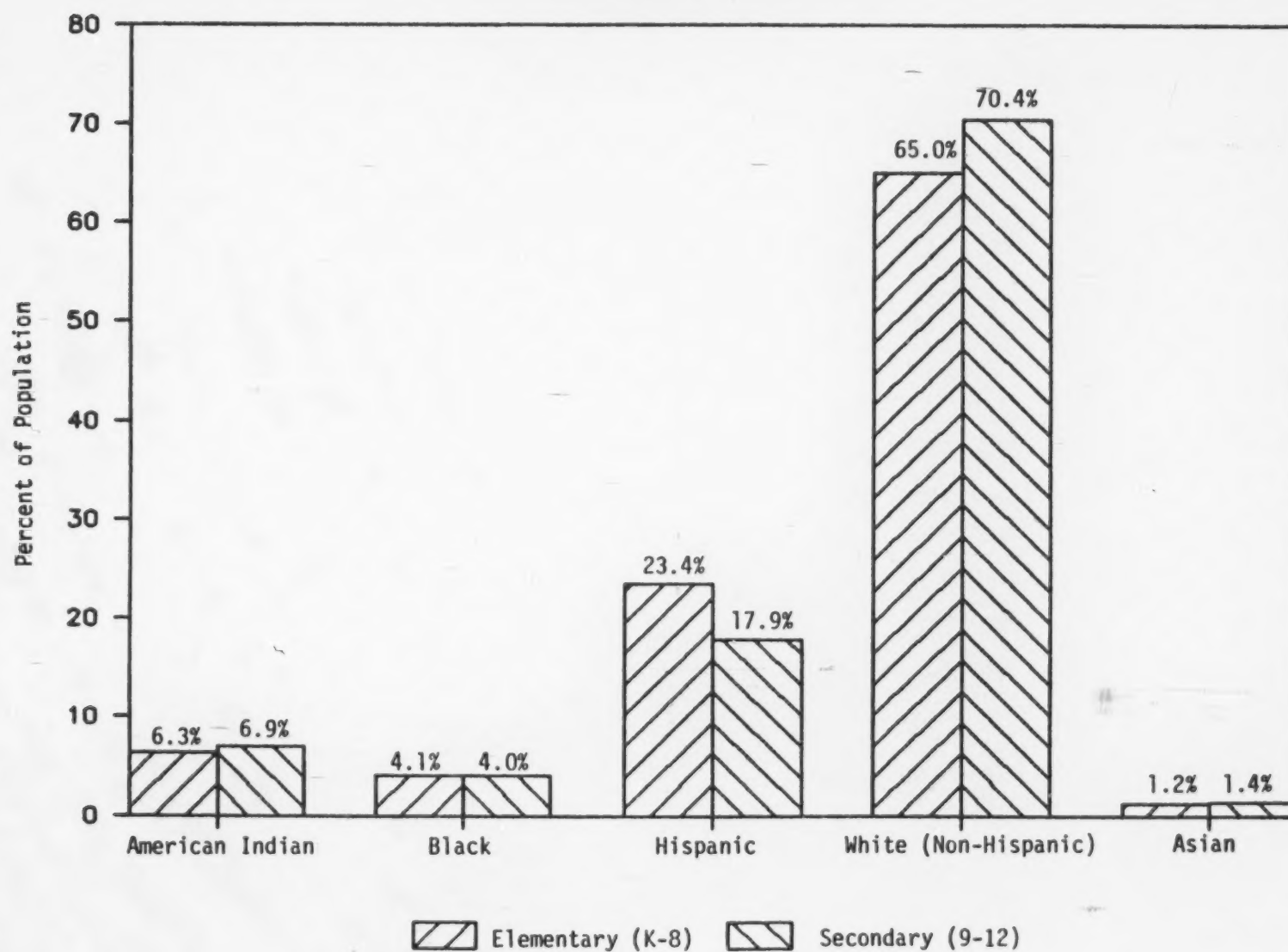
Public school enrollments in Arizona include larger proportions of minority students than in the total state population. However, compared to minority representation in the youth population, enrollment data appear to indicate higher dropout rates and other factors leading to relative underrepresentation of minorities.

- Minority students are approximately 35 percent of elementary enrollments and 30 percent of secondary school enrollments in Arizona.
- Hispanic students are more than 23 percent of elementary enrollments, but less than 18 percent of secondary enrollments.
- American Indian students are 6.3 percent of elementary enrollments and 6.9 percent of secondary enrollments.
- Black students are 4.1 percent of elementary and 4.0 percent of secondary enrollments.

Statewide racial/ethnic data for the youth population from the 1980 census indicate that for the population under age 10 approximately 38 percent were minority, including 25 percent Hispanic.

Display 7

ARIZONA PUBLIC SCHOOL ENROLLMENTS 1985-86



Source: Arizona Department of Education.

ARIZONA POSTSECONDARY ENROLLMENTS BY RACE/ETHNICITY

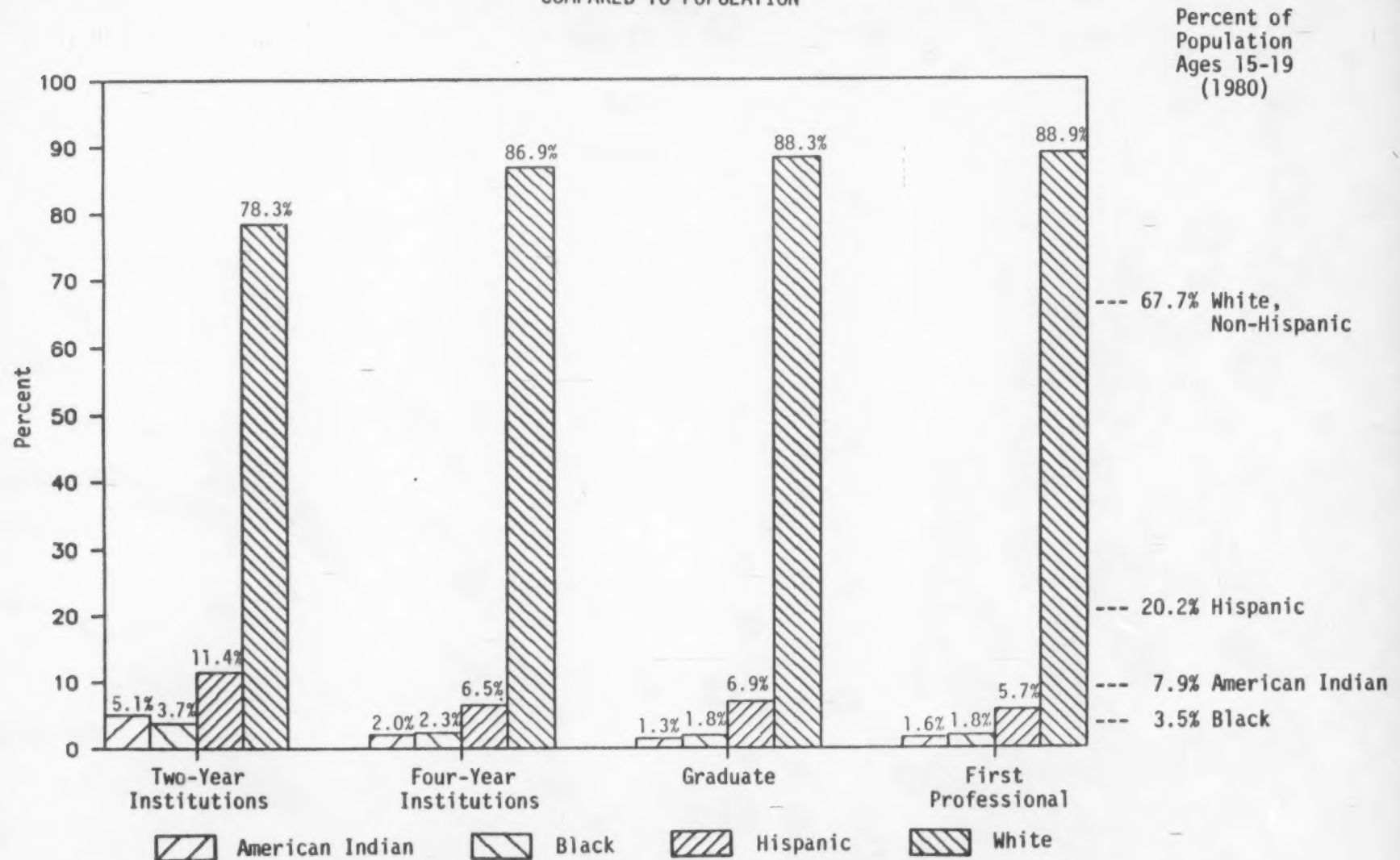
Minorities are not equally represented in recent Arizona postsecondary enrollments compared to their percentages in the college-entering age groups.

- White, non-Hispanics, who comprised 67.7 percent of the Arizona population ages 15-19 in 1980, were 78 to 89 percent of postsecondary enrollments at different levels in 1984.
- Hispanics, 20.2 percent of the population ages 15-19 in 1980, were only 11.4 percent of two-year enrollments and 5.7 to 6.9 percent of four-year, graduate, and professional school enrollments in 1984.
- American Indians and Blacks were significantly underrepresented at four-year, graduate, and first professional levels relative to their proportion of the college-age population. American Indians were also underrepresented at two-year institutions.

The population data in Display 8 are from the 1980 census; the enrollment data are for 1984. The four-year lag allows for the entry of these age cohorts into the postsecondary system. Although not an ideal measure, this provides an indicator of the uneven enrollment rates.

Display 8

ARIZONA POSTSECONDARY ENROLLMENTS BY RACE/ETHNICITY
COMPARED TO POPULATION



Note: Data for Asians in Arizona: population ages 15-19, 0.8%; two-year enrollments, 1.6%; four-year enrollments, 2.2%; graduate, 1.6%; first professional, 2.0%. Enrollment total excludes foreign nationals and those who did not indicate race/ethnicity.

Sources: 1980 Census and U.S. Department of Education.

POSTSECONDARY DEGREES IN ARIZONA BY RACE/ETHNICITY

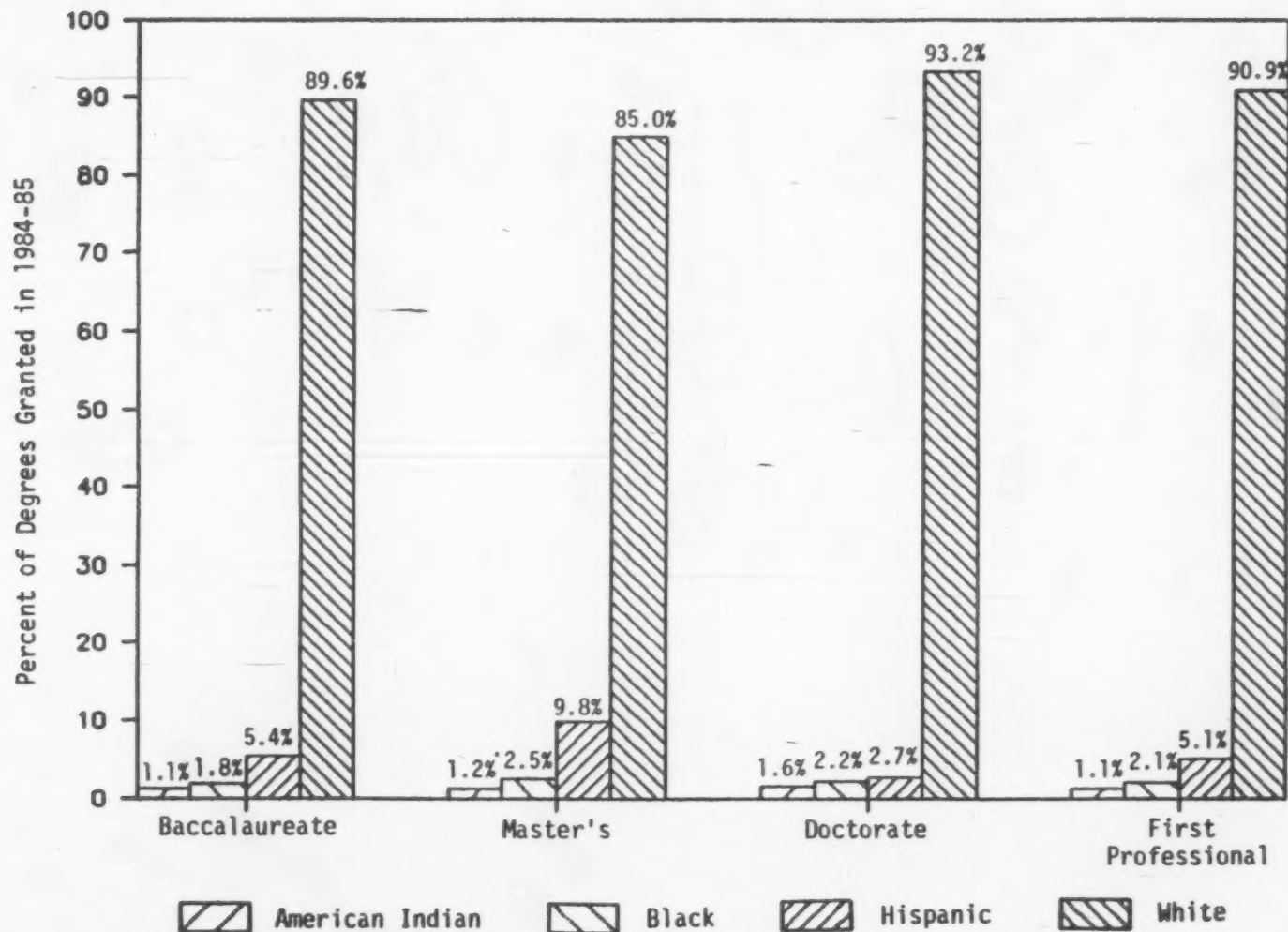
American Indians, Blacks, and Hispanics have not been proportionately represented among degree recipients from Arizona institutions, compared with their proportions in the relevant age groups and their representation among enrollments.

- Hispanics received only 5.4 percent of the baccalaureate degrees, 9.8 percent of the master's degrees, 2.7 percent of the doctorate degrees, and 5.1 percent of the first professional degrees in 1984-85.
- Blacks received only 1.8 percent of baccalaureate degrees, 2.5 percent of master's degrees, 2.2 percent of doctorate degrees, and 2.1 percent of first professional degrees from Arizona institutions in 1984-85.
- American Indian students were a significantly smaller proportion of degree recipients at all levels than their proportion of the population or of enrollments.
- In contrast, White, non-Hispanics received 89.6 percent of baccalaureate degrees, 85.0 percent of master's, 93.2 percent of doctorates, and 90.9 percent of first-professional degrees.

Comparisons with proportions in postsecondary enrollments and in the relevant population groups can be made by comparing Display 9 with Display 8.

Display 9

POSTSECONDARY DEGREES IN ARIZONA
BY RACE/ETHNICITY



Note: Degrees awarded to Asians in Arizona: baccalaureate, 2.1%; master's 1.5%; doctorate, 0.3%; first professional, 0.8%.

Source: U.S. Department of Education.

COMPARATIVE REPRESENTATION IN HIGHER EDUCATION SOUTHWEST STATES

Throughout the Southwest, minorities remain underrepresented in higher education compared to their proportions in the relevant age-group populations.

- In the early 1980s, 31.5 percent of the college-age population in Arizona was American Indian, Black, or Hispanic. Minority representation in postsecondary enrollments was significantly lower than this, as reflected in ratios of representation that are less than 1.0.
- In Arizona, the ratio of minority underrepresentation in two-year institutions is 0.64, just below the average for the southwestern states.
- At the four-year and graduate levels, minority underrepresentation in Arizona is significantly more pronounced than in the neighboring states--0.34 compared to the regional average of 0.49 at the four-year level and 0.31 compared to 0.51 at the graduate level.

Although the data presented do not permit this comparison, it should also be noted that there are significant differences in male and female representation across population groups. For example, in both postsecondary enrollments and degrees granted Hispanic females and Black males tend to be more underrepresented than Hispanic males or Black females.

Display 10

COMPARATIVE REPRESENTATION IN HIGHER EDUCATION, SOUTHWEST STATES

State	Minority* Percent of Population Ages 15-19	Minority* Percent of Two-Year Enrollment	Ratio of Under/Over Representation	Minority* Percent of Four-Year Enrollment	Ratio of Under/Over Representation	Minority* Percent of Graduate Enrollment	Ratio of Under/Over Representation
Arizona	31.5%	20.1%	0.64	10.8%	0.34	9.9%	0.31
Colorado	19.8	12.9	0.65	8.2	0.41	8.5	0.43
California	33.5	24.2	0.72	15.5	0.46	17.3	0.52
New Mexico	55.1	34.8	0.63	33.7	0.61	33.7	0.61
Texas	39.3	28.6	0.73	21.2	0.54	21.4	0.65
5-State Total	35.1	24.7	0.70	17.2	0.49	17.8	0.51

Note: A ratio of 1.0 indicates 1984 minority enrollments in equal proportion to minority representation in the population ages 15-19 in 1980. A ratio of less than 1.0 indicates underrepresentation in enrollments relative to population; greater than 1.0 indicates overrepresentation.

*Minorities included are American Indians, Blacks, and Hispanics.

Sources: 1980 Census and U.S. Department of Education.

DEGREE COMPLETION RATIOS IN ARIZONA

Students differ in the length of time it takes to complete a postsecondary degree and in the likelihood of ever achieving that goal. Previous academic preparation, personal circumstances, and many other factors contribute to these variations in outcomes. Individual differences, however, do not account for the very large variations across population groups.

- The White, non-Hispanic student population has a baccalaureate "degree completion ratio" of 18.6 (i.e., the number of degrees received equals 18.6 percent of the total White enrollment in four-year institutions).
- In contrast, the baccalaureate degree production ratio for American Indian students is only 9.7; for Black students, 14.4; and for Hispanic students, 14.8.
- At the graduate level, these differences are not as pronounced. In fact, the degree completion ratios for Blacks and Hispanics in Arizona are above those of other groups, although the actual number of degrees awarded to Black and Hispanic students is still relatively small.

Display 11

DEGREE COMPLETION RATIOS IN ARIZONA

	Four-Year Enrollment Fall 1984	Baccalaureate Degrees Granted 1984-85	Degree Completion Ratio*	Graduate Level Enrollment 1984	Graduate Degrees Granted 1984-85	Degree Completion Ratio*
Total Enrollment	65,655	11,862	18.1	18,817	5,134	27.3
American Indian	1,305	126	9.7	257	64	24.9
Asian	1,468	250	17.0	305	70	23.0
Black	1,503	216	14.4	341	124	36.4
Hispanic	4,294	637	14.8	1,289	458	35.5
White	57,085	10,633	18.6	16,625	4,418	26.7

$$\text{*Degree Completion Ratio} = \left(\frac{\text{Degrees Granted}}{\text{Total Program Enrollment}} \right) \times 100$$

NOTE: Enrollment and degree data exclude foreign nationals and those who did not indicate race/ethnicity.
Data are for headcount enrollments.

Source: U.S. Department of Education.

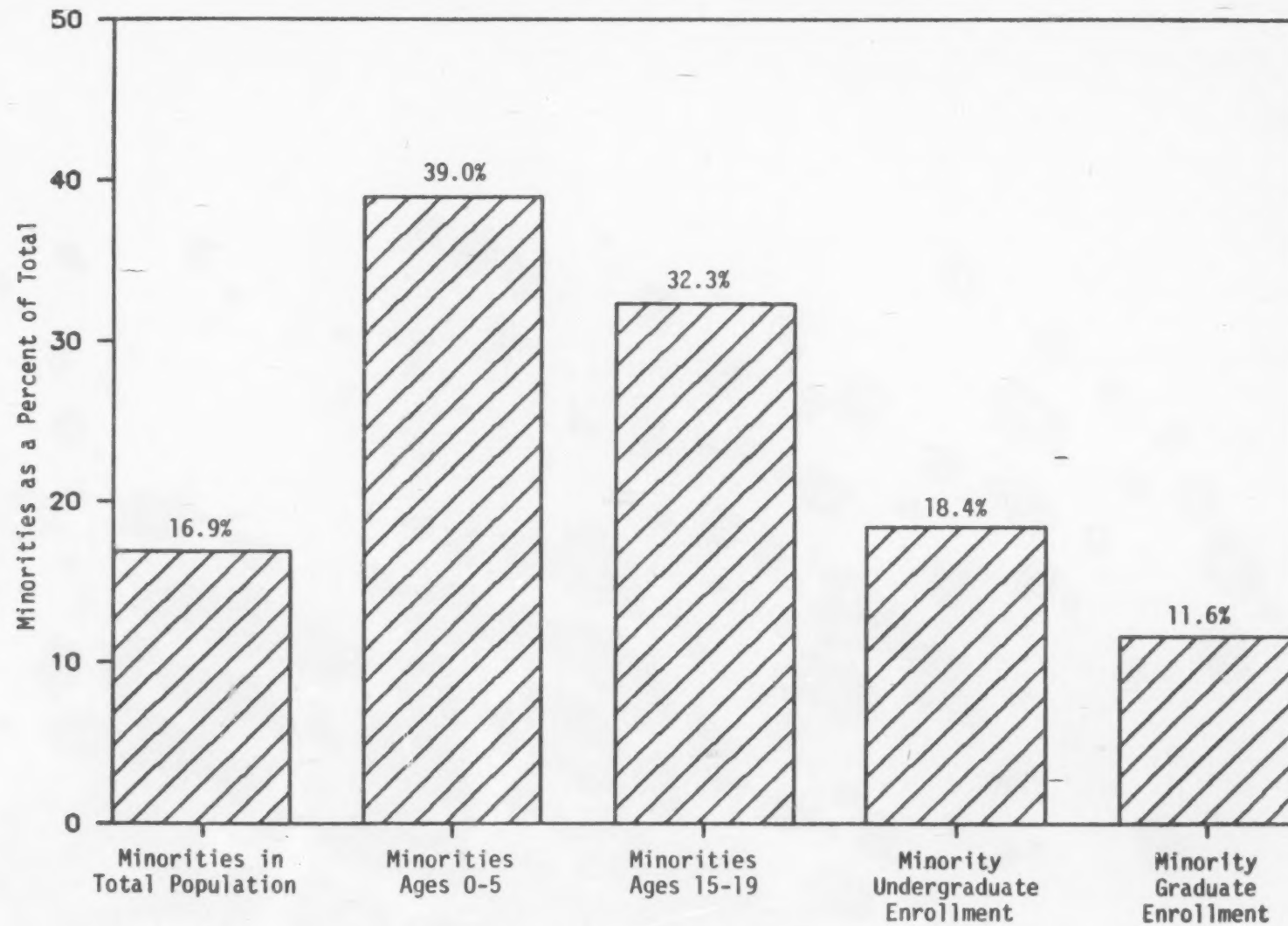
DEMOGRAPHY AND EDUCATION IN ARIZONA

As the previous tables and graphs indicate, minorities have been historically underrepresented in education relative to their proportion of the population. In the 1980 census, minorities were 16.9 percent of the total population, 39.0 percent of the population under age five, and 32.3 percent of the population ages 15 to 19. American Indians, Blacks, Hispanics, and other minorities combined comprised only 18.4 percent of undergraduate enrollments and 11.6 percent of graduate enrollments in 1984-85.

As traditionally disadvantaged populations increase in size and move into the education system and work force, they will need both opportunity and success in education. Unless educational participation and outcomes are improved and made more uniform, current trends point to a slippage in educational attainment for Arizona as a whole, resulting in disadvantages for these individuals and for the state in an increasingly competitive economic environment.

Display 12

DEMOGRAPHY AND EDUCATION IN ARIZONA



Sources: Data drawn from previous displays.

SOURCES

Demographic data in this report were derived primarily from the 1980 U.S. Census. For a description of the specific sources (reports, data tapes) see: Norman S. Kaufman, et. al., The Changing Demographics of the Southwest: Data and Issues Relating to Minority Representation in Postsecondary Education in Seven Southwestern States (Boulder, CO: WICHE, 1983). This publication also contains definitions of the census categories for race/ethnicity, and the methods used to adjust those categories to separate Hispanic populations from White, non-Hispanic populations. The 1980 Census uses Spanish origin, which includes all racial groups of Spanish descent. Variations in the racial/ethnic categories and in reporting procedures used by different agencies mean, however, that care must be taken in comparing population data from different sources.

More recent U.S. Bureau of the Census publications used in this report include: State Population and Household Estimates to 1985, With Age and Components of Change (Series P-25, No. 998) and Projections of the Hispanic Population: 1983-2080 (Series P-25, No. 995). When not available from state agencies, state population projects were taken from the National Planning Association, Regional Economic Projections Series (Washington, D.C., 1986).

Data on school enrollments and high school graduates were collected from the appropriate state agencies. When not available, these data were taken from: U.S. Department of Education, Center for Education Statistics, Digest of Educational Statistics, 1987 (Washington, D.C.). Birth data were collected from state health agencies.

Postsecondary education data were derived primarily from "Fall Enrollment and Compliance Report of Institutions of Higher Education, 1984," (HEGIS XIX) and "Degrees and other Formal Awards Conferred Between July 1, 1984 and June 30, 1985," (HEGIS XX). Tables and graphs were prepared by WICHE and the National Center for Higher Education Systems (NCHEMS) using data tapes from the U.S. Department of Education. For more complete data and descriptions of these sources see: Shaping the Future of the Southwest: Background Materials on Minorities in Education and the Economy of the Southwest (Boulder, CO: WICHE, 1987). These sources were augmented in some cases using data provided by state higher education agencies, as indicated on specific graphs or tables.

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**DEMOGRAPHY
AND
HIGHER EDUCATION
IN THE
CHANGING SOUTHWEST**

CALIFORNIA

**Western Interstate Commission for Higher Education
Information Clearinghouse**

Western Interstate Commission for Higher Education

The Western Interstate Commission for Higher Education (WICHE) is a nonprofit regional organization established by interstate compact to help western states to work together to provide high-quality, cost-effective programs to meet the education and manpower needs of the western region. Among its activities, WICHE provides information to higher education and government officials as they address important education issues in their states and across the region. The WICHE Information Clearinghouse Program serves as the primary focus for this information sharing and for the preparation of analytical reports on trends and issues affecting education in the region.

This report is part of a series of WICHE activities on the changing demography of the Southwest and steps to address the resulting educational challenges. Reports similar to this publication are also available for the states of Arizona, Colorado, New Mexico, and Texas. Related reports published by WICHE include:

From Minority to Majority: Education and the Future of the Southwest A Report and Recommendations by the Regional Policy Committee on Minorities in Higher Education. (1987, Publication No. 2A170.)

Shaping the Future of the Southwest: Background Materials on Minorities in Education and the Economy of the Southwest. (1987, Publication No. 2A172.)

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DISPLAYS

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INTRODUCTION

California, like other states in the rapidly changing Southwest, has experienced significant growth in its minority populations in recent years. This growth is likely to continue in the foreseeable future because of the age distribution and birth rates for these population groups and other factors, including immigration related to continued expansion of the state economy.

Simultaneous with this population growth, the need for high-quality education is increasing. This need applies to the entire state as it strives to keep pace in an increasingly competitive world economy and, more specifically, to individuals in those population groups who have historically been less well served by education.

California is very much a part of the Southwest, culturally and economically. Demographic factors, along with the goal of sustaining a high level of economic growth, are virtually propelling the Southwest to a "minority majority," first in the school-age population and later in the population as a whole. This transition raises the educational challenges to a new level of both social urgency and economic necessity.

This brief report documents and graphically illustrates the challenges posed by these changing conditions. Beginning with basic demographic data and trends, a series of displays shows the decreasing representation of minorities--particularly American Indians, Blacks, and Hispanics--at each successive level of education in California. The displays also relate conditions in California to those in the surrounding states of the Southwest.

Much has been done to address these changes; much more needs to be done now and in the future. The WICHE Regional Policy Committee on Minorities in Higher Education laid out a series of five goals and 20 specific recommendations in their 1987 report, From Minority to Majority: Education and the Future of the Southwest. State meetings, new coalitions, workshops, and other efforts will also be necessary to sustain public attention and to continue progress in addressing these challenges. This report is intended to contribute to these efforts.

POPULATION GROWTH IN CALIFORNIA

California has grown rapidly since 1970. This growth is expected to continue in the coming decades.

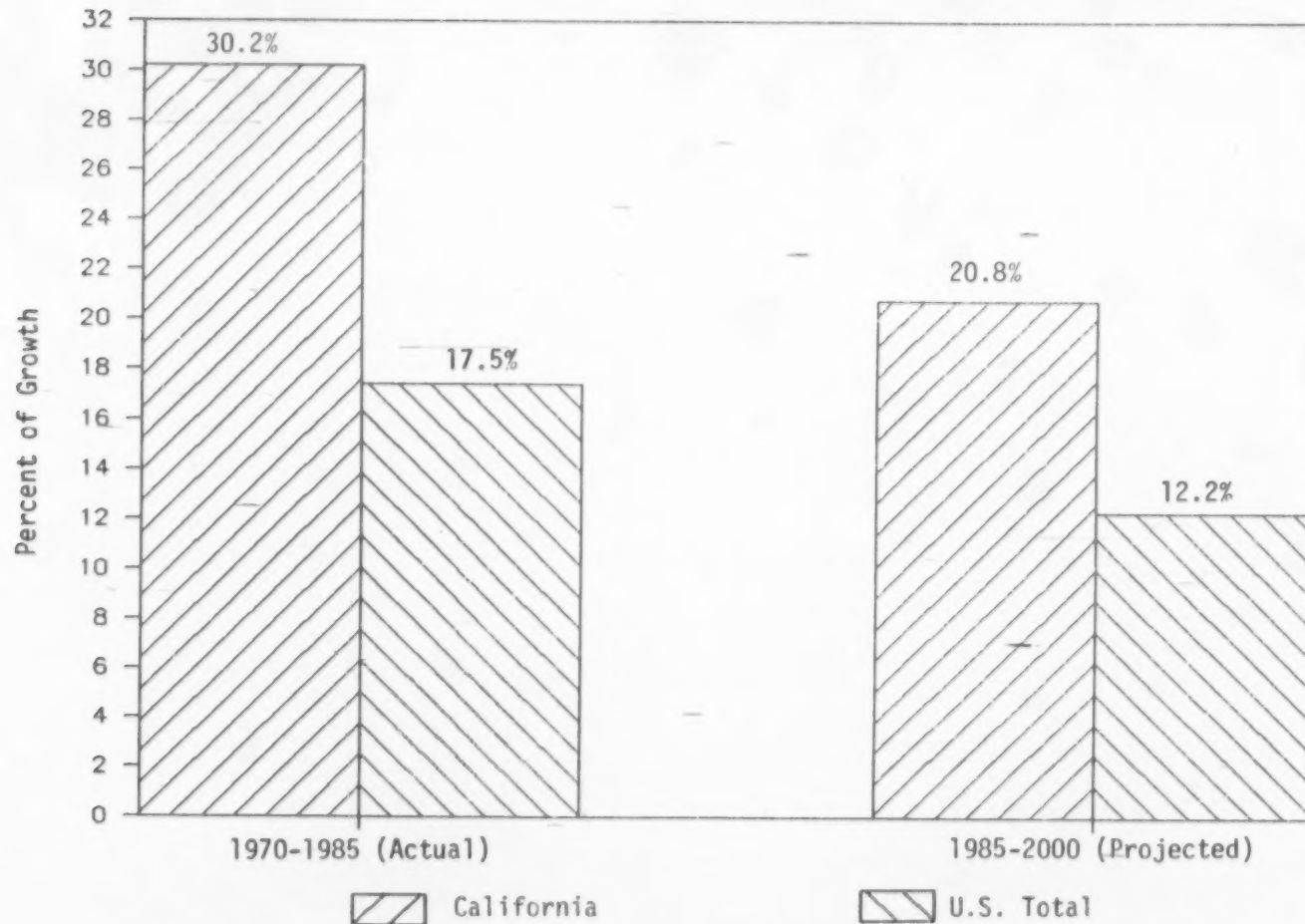
- The population of California grew 30.2 percent between 1970 and 1985, compared to 17.5 percent-national growth.
- By the year 2000, the California population is projected to exceed 31.4 million, a 20.8 percent increase, compared to 12.2 percent projected growth for the nation.
- Twelve percent of the U.S. population--about one of every eight Americans--will reside in California by the turn of the century.

Contributing to California's growth is high immigration. Net foreign and domestic migration to California was 6 percent between 1980 and 1985, sixth highest of all 50 states.

Display 1

POPULATION GROWTH IN CALIFORNIA

	<u>1970</u>	<u>1985</u>	<u>2000 (Projected)</u>
California	19,971,000	25,998,000	31,414,000
U.S. Total	203,235,300	238,739,000	267,995,000



Sources: California Department of Finance, Population Research Unit and U.S. Bureau of the Census.

MINORITY POPULATIONS IN THE SOUTHWEST

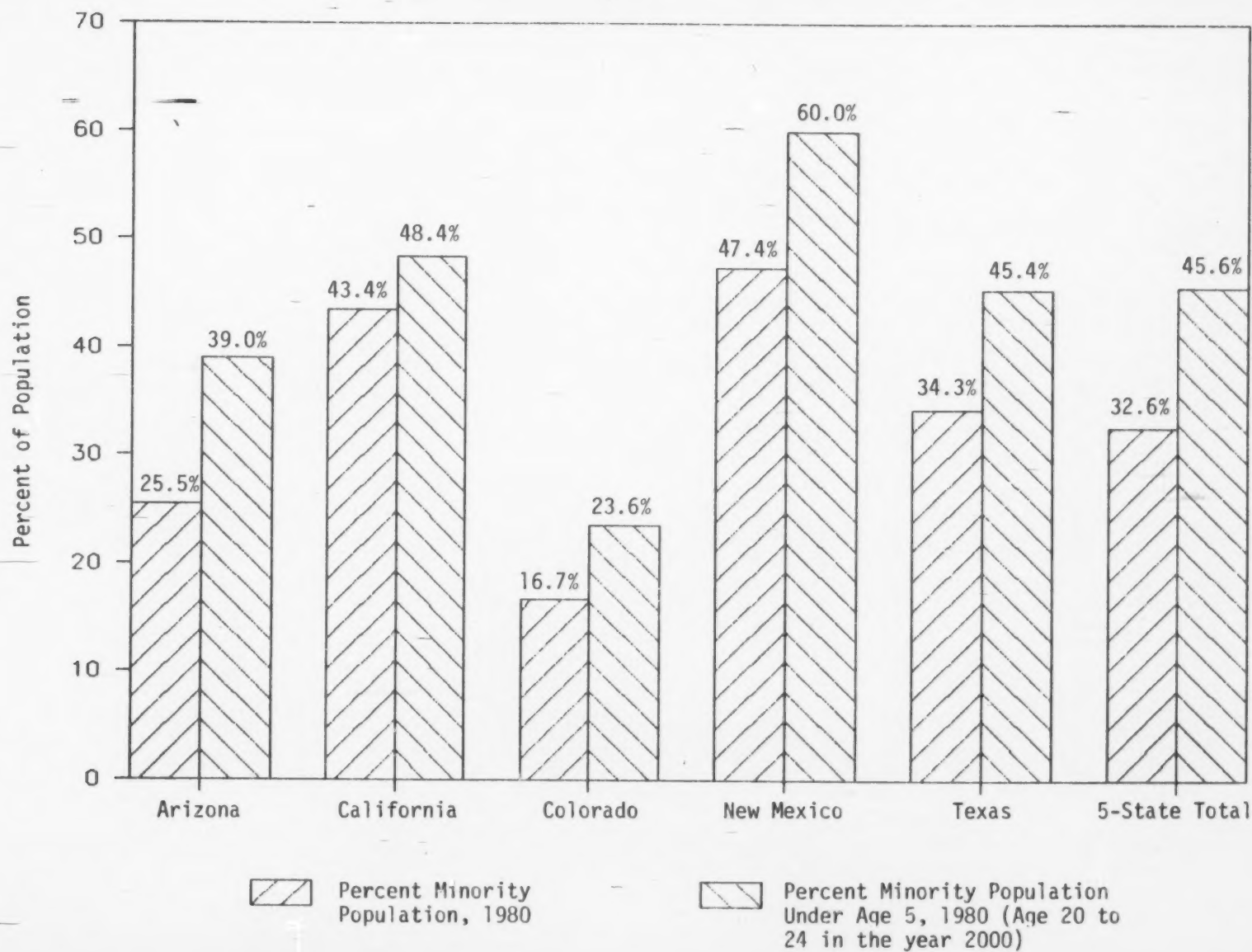
California and four other southwestern states--Arizona, Colorado, New Mexico, and Texas --have large non-Anglo populations. These populations are younger and growing more rapidly than the region's White, non-Hispanic (Anglo) population.

- In 1980, nearly one-third (32.6 percent) of the total population of the five southwestern states was non-Anglo minority.
- The non-Anglo proportion in California was 43.4 percent in 1980, and 48.4 percent for those under age five.
- Among those under age five in 1980, 45.6 percent were non-Anglo for the five-state region as a whole.

Sometime early in the 21st century, if current trends continue, non-Anglos will be a majority of the region's total population.

Display 2

MINORITY POPULATIONS IN THE SOUTHWEST
1980



Source: 1980 Census.

COMPOSITION OF THE CALIFORNIA POPULATION

Between 1980 and the year 2000, the minority and majority populations will change rapidly in California. The proportions of minority populations differ across age groups, and as a result the composition of the total population is changing over time.

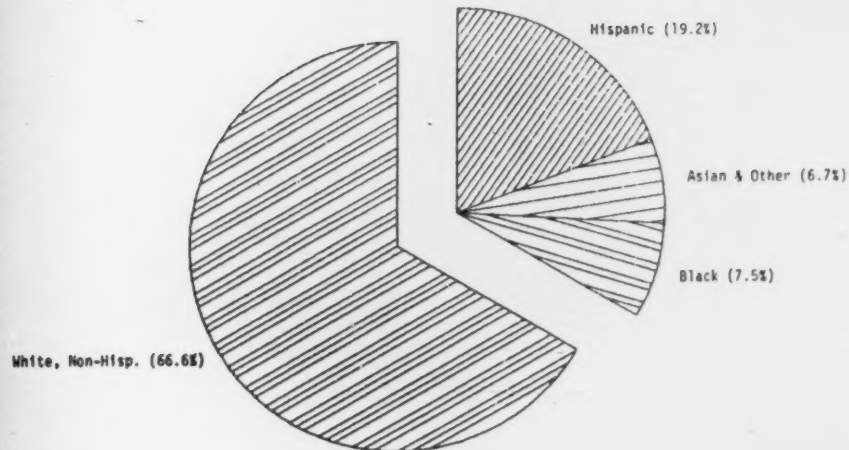
- In 1980, in the total population of California of all ages, 66.6 percent were White, non-Hispanic, 19.2 percent Hispanic, 7.5 percent Black, and 6.7 percent Asian and Other.
- Among the California population under age five in 1980, however, just over one-half (51.6 percent) were White, non-Hispanic; 32 percent were Hispanic, 8.9 percent Black, and 7.5 percent Asian or Other.
- By the year 2000, White, non-Hispanic are projected to be 53.7 percent of the total California population; other groups will be 46.3 percent including 26.7 percent Hispanic, 8.0 percent Black, and 11.6 percent Asian and Other.
- In the projected California population under age five in the year 2000, only 41.7 percent are projected to be White, non-Hispanic; other groups are projected to be 58.3 percent of the this age group including 36.2 percent Hispanic, 8.8 percent Black, and 13.3 percent Asian and Other.

Display 3

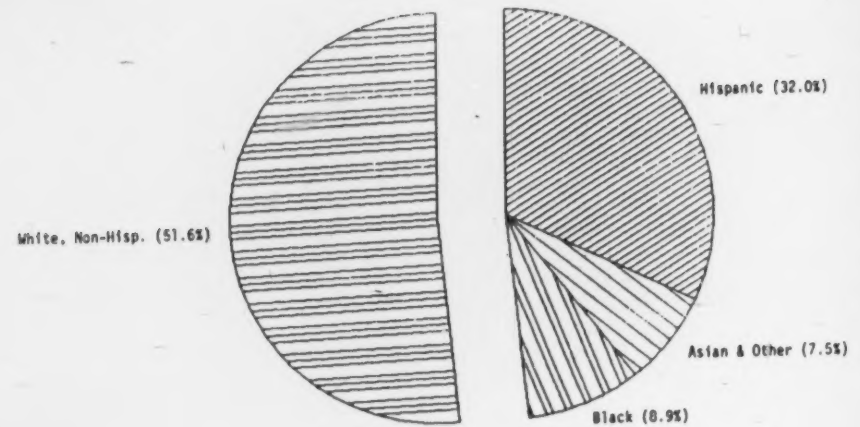
COMPOSITION OF THE CALIFORNIA POPULATION 1985 AND 2000 (PROJECTED)

POPULATION 1980

All Ages

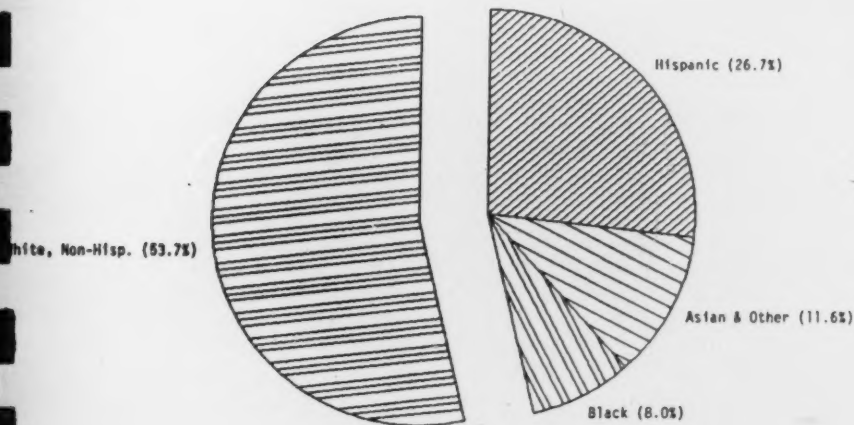


Under Age Five

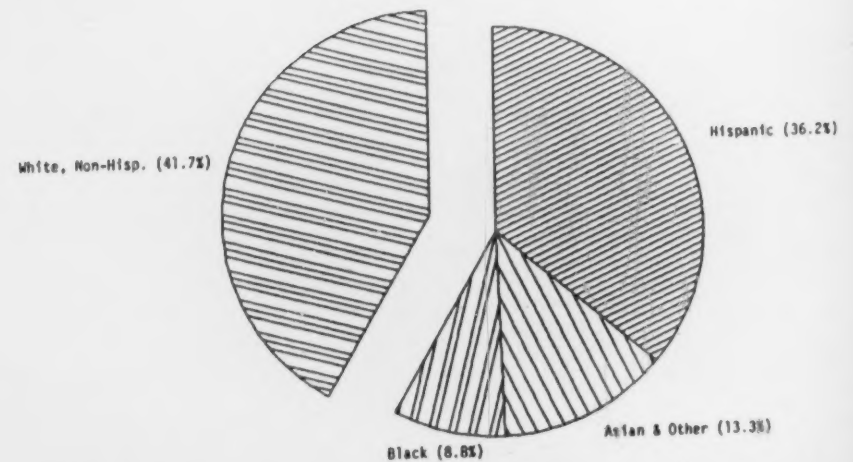


PROJECTED POPULATION 2000

All Ages



Under Age Five



Source: California Population Analysis Unit.

EDUCATIONAL ATTAINMENT AMONG CALIFORNIA ADULTS

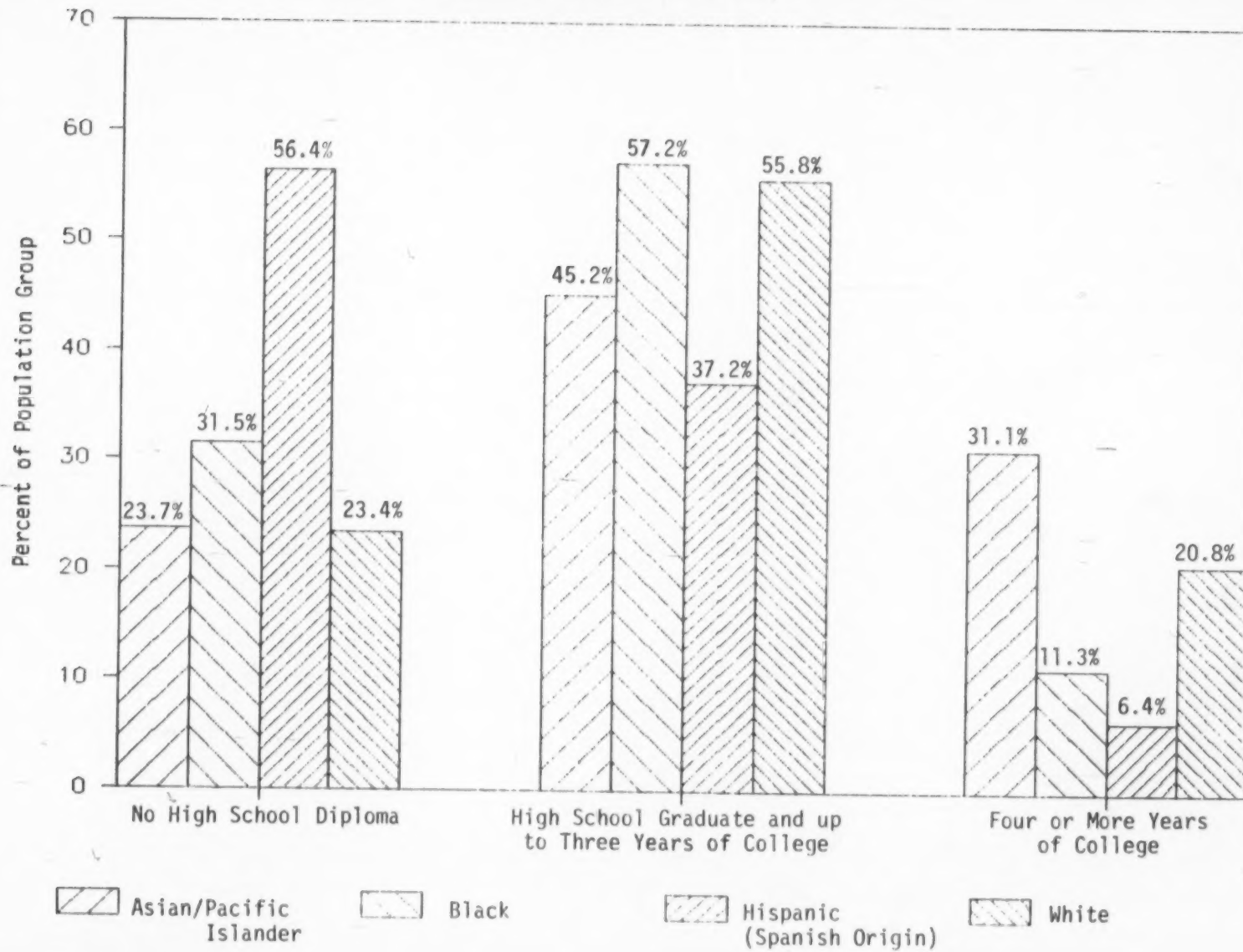
The level of educational attainment among California adults varies significantly across population groups.

- More than one-half of Spanish-origin adults in California (56.4 percent) have not completed four years of high school, and only about one-third of Blacks. In contrast, more than three out of four of Asian and Anglo adults in California completed high school.
- Only 11.3 percent of Black adults and 6.4 percent of Spanish origin adults have completed four or more years of college, compared with 31.1 percent of Asian adults and 20.8 percent of White adults.

These proportions apply to the adult population in 1980, but they point to continuing differences in educational attainment among California adults. As the proportion of comparatively undereducated populations increases, the overall educational attainment level in California may decrease unless improvements are achieved for the growing proportion of minority youth.

Display 4

EDUCATIONAL ATTAINMENT AMONG CALIFORNIA ADULTS
(AGE 25 OR MORE, 1980)



Source: 1980 Census.

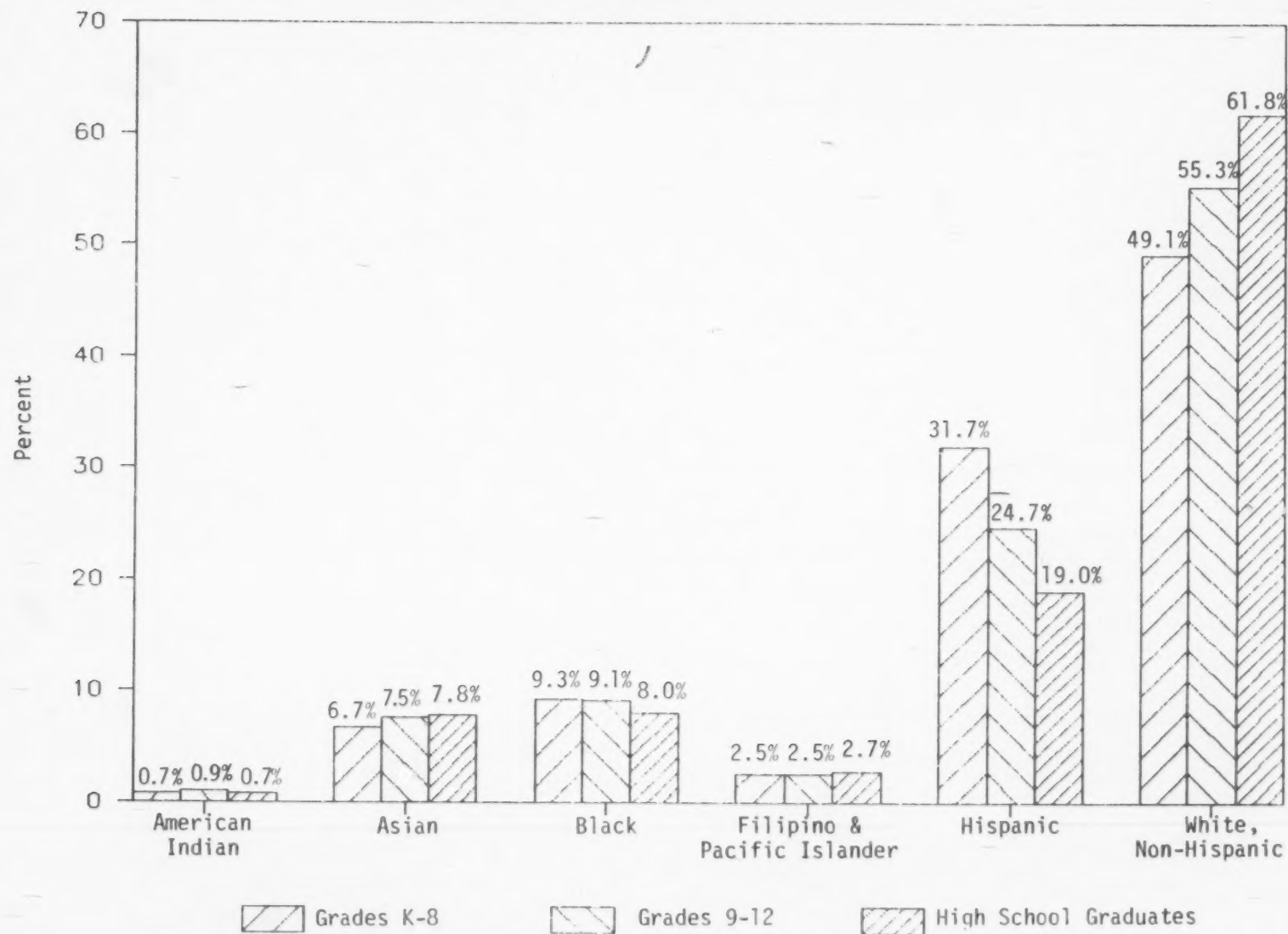
PUBLIC SCHOOL ENROLLMENTS AND HIGH SCHOOL GRADUATES

Reflecting the racial/ethnic composition of the youth population, public school enrollments in California show a high proportion of minority students. The proportion of Black and Hispanic students decreases at the secondary level (grades 9 to 12) and is even lower among 1987 high school graduates, both drops apparently reflecting higher attrition rates.

- Among public school enrollments through grade eight in California, 49.1 percent are White, non-Hispanic and 50.9 percent are other population groups including 31.7 percent Hispanic students, 9.3 percent Black students, and 6.7 percent Asian students.
- In grades 9 through 12, 55.3 percent are White, non-Hispanic, 24.7 percent are Hispanic, 9.1 percent are Black, and 7.5 percent are Asian students. American Indian students are less than 1 percent at all levels.
- Only 38.2 percent of the 1987 high school graduates in California were minority students, a significantly lower percentage than in public school enrollments.
- Only 19 percent of high school graduates were Hispanic and 8 percent Black.
- White students appear to have a significantly higher completion rate, with 61.8 percent of 1987 high school graduates but only 55.3 percent of secondary school enrollments.

Display 5

PUBLIC SCHOOL ENROLLMENTS AND HIGH SCHOOL GRADUATES
1986-87



Source: California Department of Education. Enrollments for public schools only.

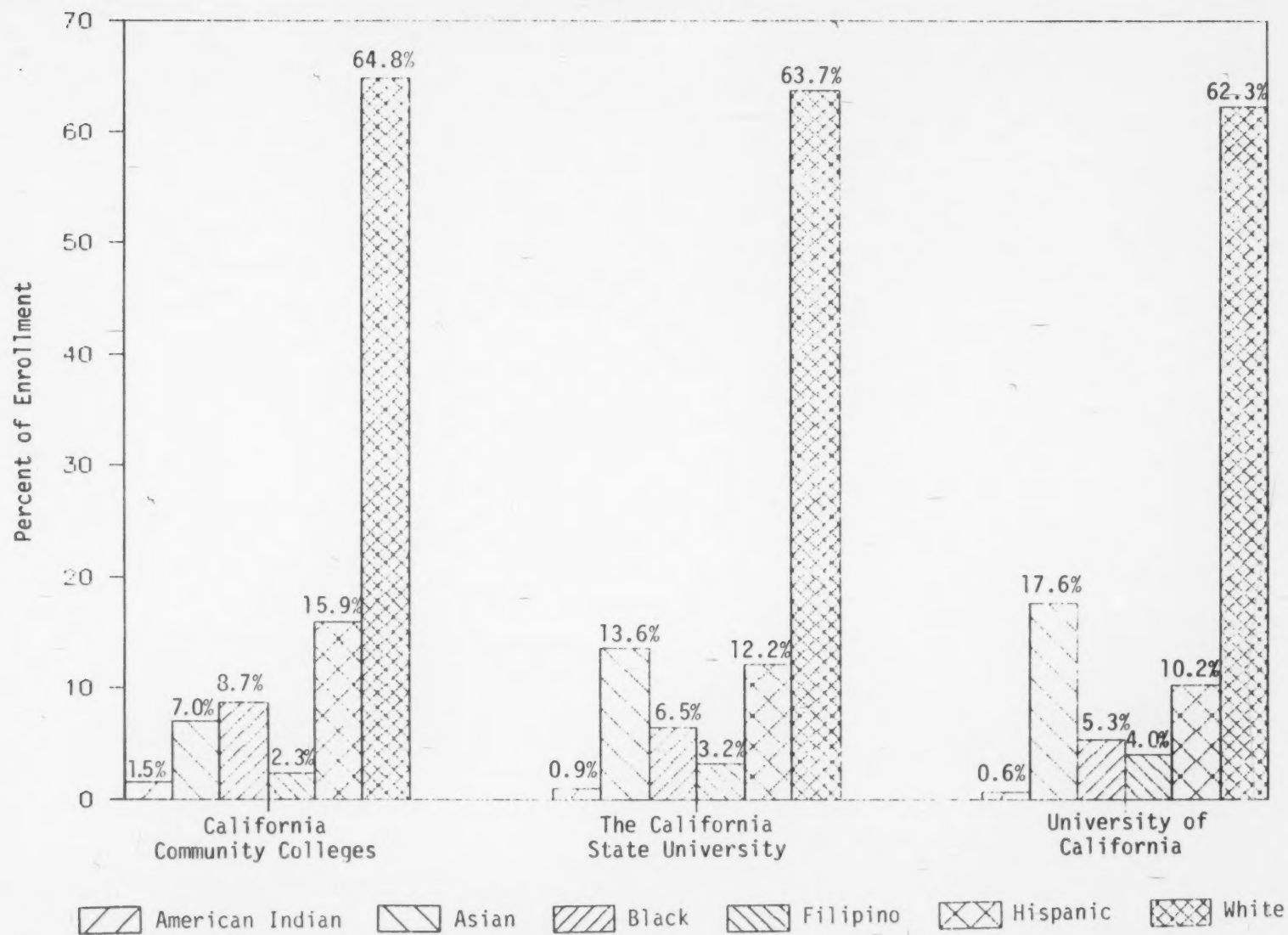
FIRST-YEAR COLLEGE STUDENTS IN CALIFORNIA

Precollegiate preparation, entrance requirements, costs, proximity, career plans, and other factors contribute to significant differences in the proportion of first-year college enrollments from different racial/ethnic population groups.

- The proportion of White, non-Hispanic students in first year enrollments is relatively uniform across the public postsecondary sectors in California--64.8 percent in community colleges, 63.7 percent at the California State University, and 62.3 percent at the University of California.
- Minority student proportions, however, vary significantly across the sectors.
- Asian students are 7 percent of entering community college students, 13.6 percent of students entering California State University, and 17.6 percent of students entering the University of California. Filipino students are also a higher percentage at four-year institutions than at community colleges.
- In contrast, the proportion of Black students decreases from community colleges to the universities. Blacks are 8.7 percent of those entering community colleges, 6.5 percent of those entering California State University, and 5.3 percent of those entering the University of California.
- The pattern for Hispanics shows a similar decrease. Hispanics are 15.9 percent of entering students at community colleges, 12.2 percent at California State University, and 10.2 percent at the University of California.

Display 6

FIRST-YEAR COLLEGE STUDENTS IN CALIFORNIA
1985



Source: California Postsecondary Education Commission. Simple average of male and female students.

TRANSFER RATES FOR COMMUNITY COLLEGES

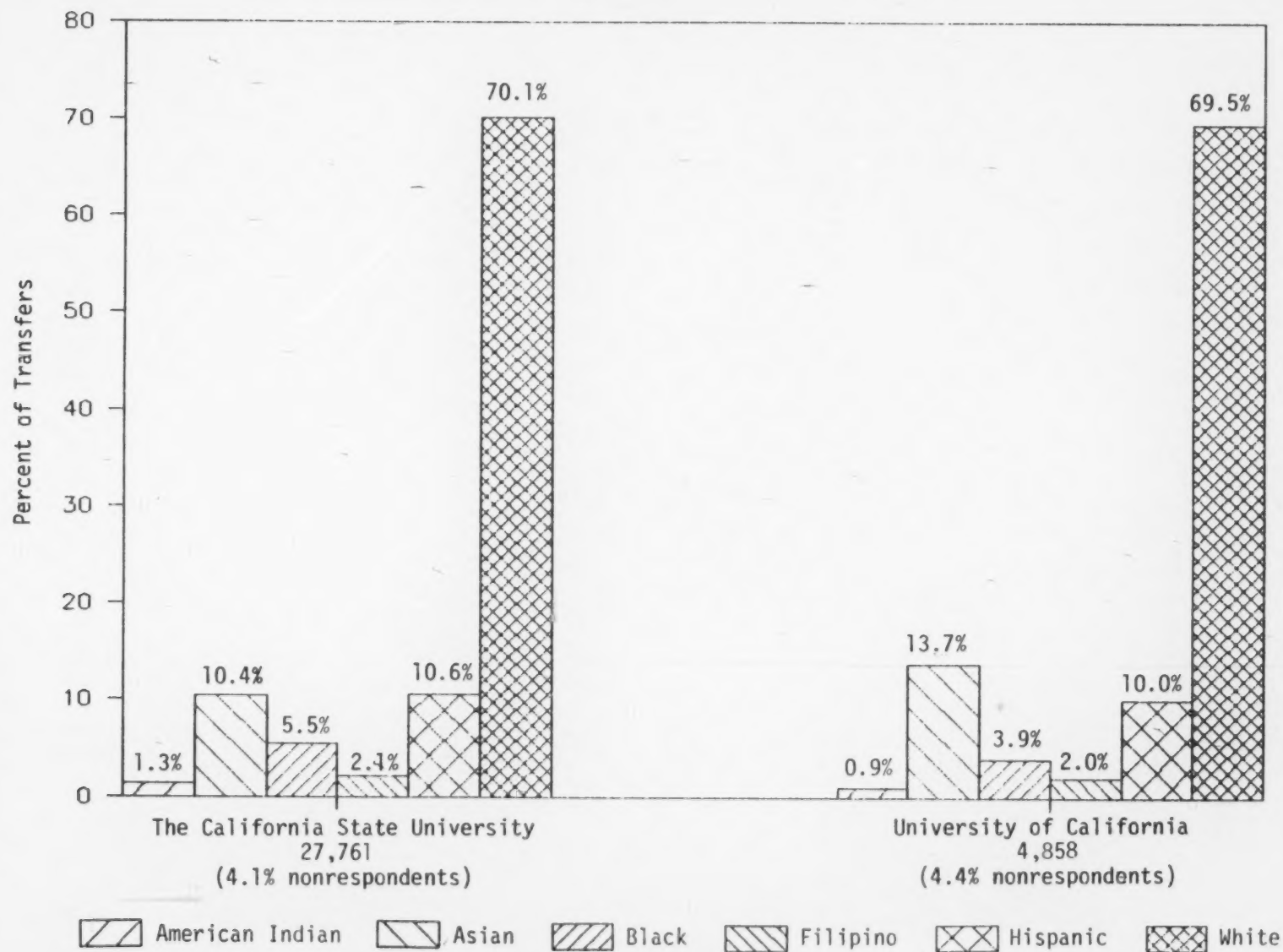
Community colleges in California serve to broaden access to higher education and to prepare students who seek baccalaureate degrees for transfer to the university systems. Despite somewhat higher proportions of minority students in California community colleges, however, the transfer rates of these students to the California State University or the University of California campuses are generally low.

- Among transfers from community colleges to the California State University campuses in 1986, only 1.3 percent were American Indian, 5.5 percent Black, and 10.6 percent Hispanic, in all cases lower than their proportion of community college enrollments.
- Among transfers to the University of California campuses in 1986, only 0.9 percent were American Indian, 3.9 percent Black, and 10 percent Hispanic.
- In contrast, 10.4 percent of transfers to California State University and 13.7 percent of transfers to University of California were Asian, approximately equal to their proportion of community college enrollment.
- Approximately 70 percent of transfers were White, non-Hispanic students, somewhat higher than their proportion of community college enrollments.

These transfer rates indicate that although community colleges do expand access to university programs, they are a more effective route for Whites than for minority students.

Display 7

TRANSFER RATES FROM COMMUNITY COLLEGES
1986



Source: California Postsecondary Education Commission.

CALIFORNIA POSTSECONDARY ENROLLMENTS BY RACE/ETHNICITY

Minorities are not equally represented in recent California postsecondary enrollments compared to their proportions in the college-age population groups.

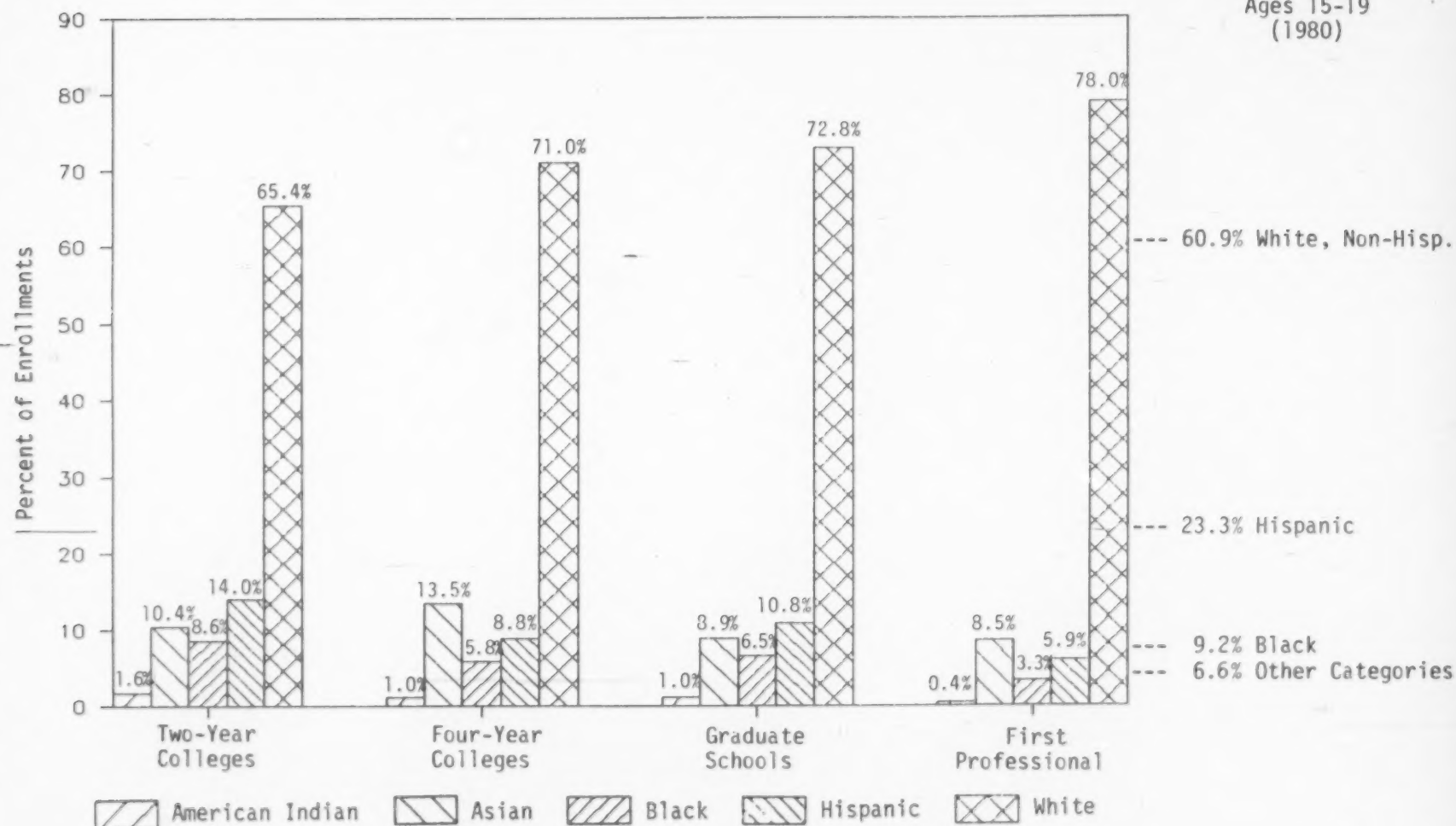
- White, non-Hispanics, who comprised 60.9 percent of the California population ages 15-19 in 1980, were 65 to 78 percent of postsecondary enrollments at different levels in 1984.
- Hispanics, 23.3 percent of the population ages 15-19 in 1980, were only 14 percent of enrollments at community colleges, 8.8 percent at four-year colleges, 10.8 percent in graduate programs, and 5.9 percent in first professional programs.
- Blacks were comparatively well represented in the enrollments of two-year institutions in California (8.6 percent), but were significantly underrepresented at four-year (5.8 percent), graduate (6.5 percent), and first-professional levels (3.3 percent) relative to their proportion of the college-age population (9.2 percent).

The population data in Display 8 are from the 1980 census; the enrollment data are for 1984. The four-year lag allows for the entry of these age cohorts into the postsecondary system. Although not an ideal measure, this provides an indicator of the uneven enrollment rates.

Display 8

CALIFORNIA POSTSECONDARY ENROLLMENTS BY RACE/ETHNICITY COMPARED TO POPULATION

Percent of
Population
Ages 15-19
(1980)



Note: This source does not have a separate category for Filipino students.

Sources: 1980 Census and "Fall Enrollment and Compliance Report of Institutions of Higher Education, 1984" (data tapes from the U.S. Department of Education).

DEGREES GRANTED BY CALIFORNIA PUBLIC UNIVERSITIES

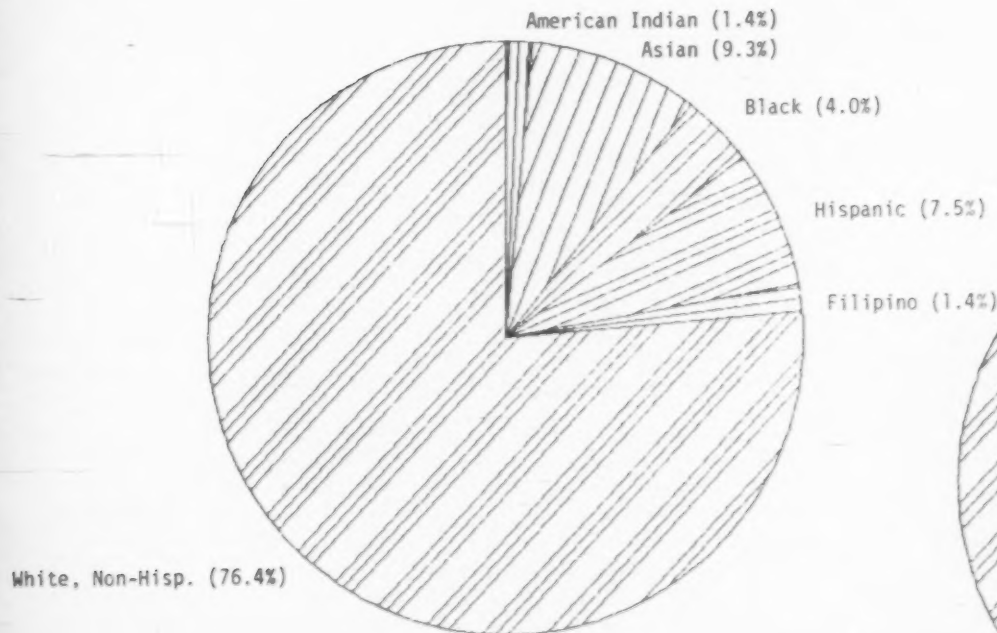
American Indians, Blacks, and Hispanics are not proportionately represented among degree recipients from public California universities, compared with their proportions in the relevant age groups or their proportion of enrollments.

- White, non-Hispanic students received just over 76 percent of degrees granted by both the California State University and the University of California in 1985-86.
- Black students received 4.0 percent of California State University degrees and 2.9 percent of the University of California degrees in 1985-86.
- Hispanic students received 7.5 percent of California State University degrees and 5.6 percent of the University of California degrees.
- American Indian students received 1.4 percent of California State University degrees and 0.6 percent of University of California degrees.
- Asian students received 9.3 percent of California State University degrees and 13.2 percent of University of California degrees.
- Filipino students received 1.4 percent and 1.3 percent of degrees, respectively.

Display 9

DEGREES GRANTED BY CALIFORNIA PUBLIC UNIVERSITIES 1985-86

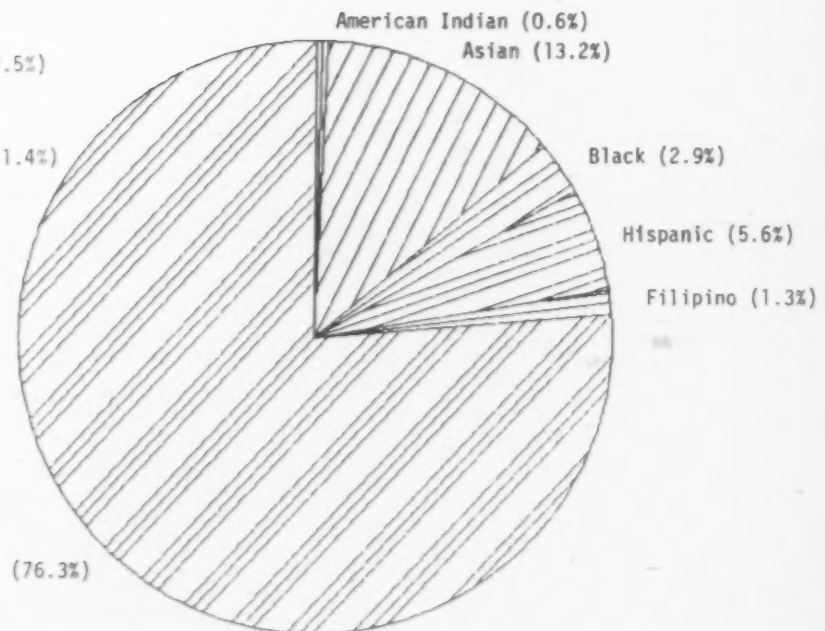
The California State University



Excludes: 2,166 Foreign Nationals
855 Other Designations
3,849 No Response

Total Degrees: 52,949

University of California



Excludes: 2,023 Foreign Nationals
684 Other Designations
1,401 No Response

Total Degrees: 32,402

Source: California Postsecondary Education Commission.

COMPARATIVE REPRESENTATION IN HIGHER EDUCATION SOUTHWEST STATES

In other southwestern states as well as California, minority students remain significantly underrepresented in postsecondary enrollments at all levels, compared with their proportion in the relevant age groups.

- In the early 1980s, approximately one-third (33.5 percent) of the traditional college-entering population in California were American Indian, Black or Hispanic.
- These groups together comprise 24.2 percent of two-year enrollments, 15.5 percent of four-year enrollments, and 17.3 percent of graduate enrollments in California postsecondary institutions--both public and private.
- In California, the ratio of enrollment representation to population representation is not uniform across two-year, four-year, and graduate programs. The ratio of underrepresentation is .46 at the four-year level and .52 at the graduate level, in both cases much lower representation than the .72 ratio at California two-year institutions.

Although the data presented do not permit this comparison, it should also be noted that there are significant differences in male and female representation across population groups. For example, in both postsecondary enrollments and degrees granted Hispanic females and Black males tend to be more underrepresented than Hispanic males or Black females.

Display 10

COMPARATIVE REPRESENTATION IN HIGHER EDUCATION, SOUTHWEST STATES

State	Percent of Population Ages 15-19*	Percent of Two-Year Enrollment*	Ratio of Under Representation	Percent of Four-Year Enrollment*	Ratio of Under Representation	Percent of Graduate Enrollment*	Ratio of Under Representation
California	33.5%	24.2%	.72	15.5%	.46	17.3%	.52
Arizona	31.5	20.1	.64	10.8	.34	9.9	.31
Colorado	19.8	12.9	.65	8.2	.41	8.5	.43
New Mexico	55.1	34.8	.63	33.7	.61	33.7	.61
Texas	39.3	28.6	.73	21.2	.54	21.4	.65
5-State Total	35.1	24.7	.70	17.2	.49	17.8	.51

Note: A ratio of 1.0 indicates 1984 enrollments in proportion to representation in the population ages 15-19 in 1980. A ratio of less than 1.0 indicates underrepresentation in enrollments relative to population.

* The population groups included are American Indian, Blacks, and Hispanics, groups currently underrepresented in proportion to the population.

Source: Data tapes from U.S. Department of Education.

DEGREE COMPLETION RATIOS IN CALIFORNIA

Students differ in the length of time it takes to complete a baccalaureate degree and in the likelihood of ever achieving that goal. Previous academic preparation, personal circumstances, and many other factors contribute to these variations in outcomes. Individual differences, however, do not account for the very large variations across population groups.

- The White majority student population in California has a baccalaureate degree completion ratio of 12.3 (e.g., the number of degrees received equals 12.3 percent of total White student enrollment in four-year programs).
- In contrast, the baccalaureate degree completion ratio for American Indian students is only 7.4; for Black students, 4.6; and for Hispanic students, 4.9.
- The degree completion ratio for Asian students is above average at 11.5, indicating greater degree completion by these students.

The differences in these degree completion ratios indicate significant problems in retaining certain students in postsecondary programs until they complete a baccalaureate degree. Compared to other states, California has relatively low completion ratios (e.g., significantly below other southwestern states), apparently indicating higher attrition, longer periods to degree completion, fewer degree students and other factors.

Display 11

DEGREE COMPLETION RATIOS IN CALIFORNIA

	Four-Year Enrollment Fall 1984	Baccalaureate Degrees Granted 1984-85	Degree Completion Ratio*
Total Enrollment	671,848	70,1985	10.4
American Indian	10,551	780	7.4
Asian	69,969	8,049	11.5
Black	57,987	2,694	4.6
Hispanic	94,083	4,656	4.9
White	439,258	54,006	12.3

$$\text{*Degree Completion Ratio} = \left(\frac{\text{Degrees Granted}}{\text{Total Program Enrollment}} \right) \times 100$$

NOTE: Enrollment and degree data exclude foreign nationals and those who do not indicate race/ethnicity.

Source: Data tapes from U.S. Department of Education.

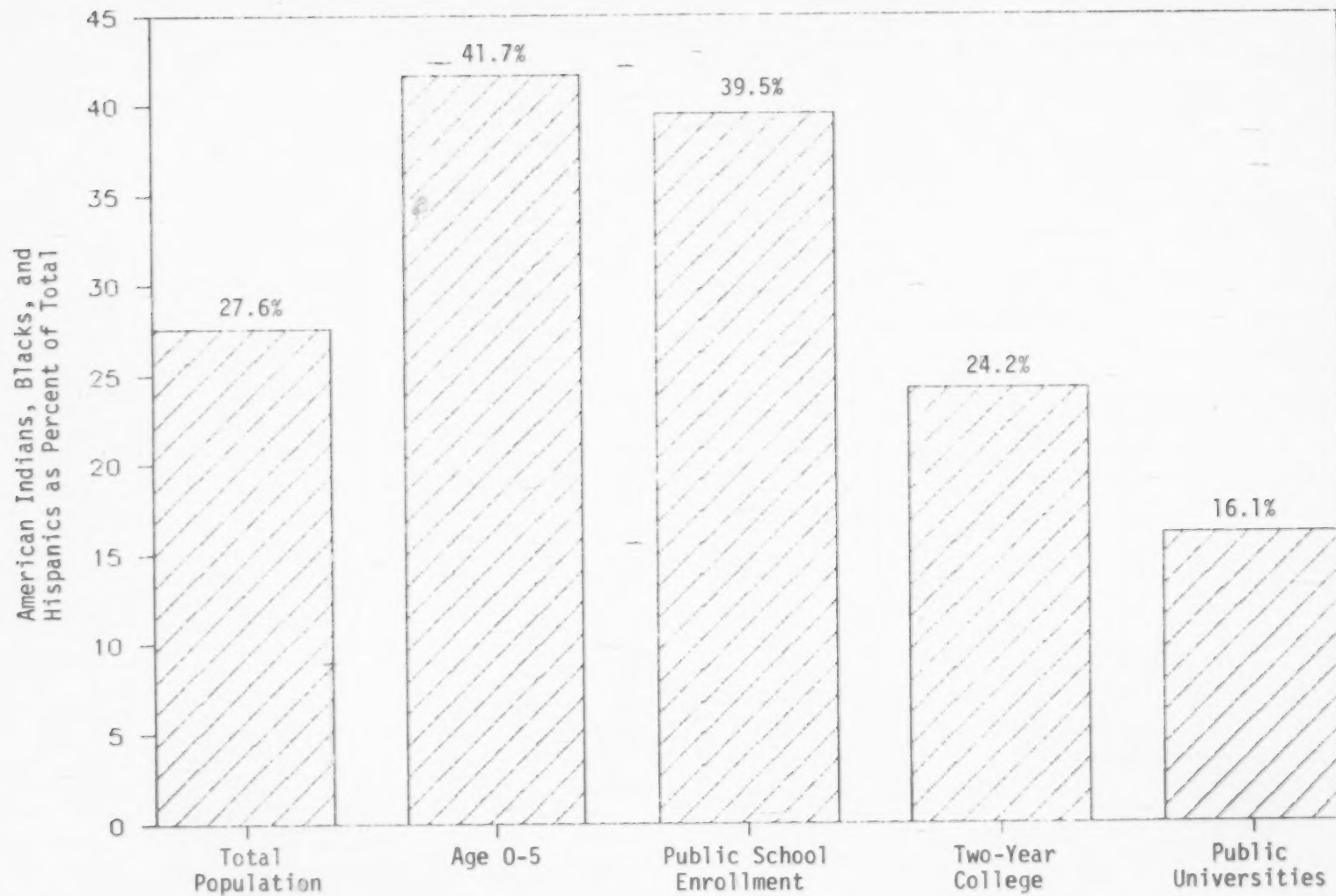
DEMOGRAPHY AND EDUCATION IN CALIFORNIA

As the previous tables and graphs indicate, American Indians, Blacks, and Hispanics have been historically underrepresented in education relative to their proportion of the population. In 1985, these groups were 27.6 percent of the total population, 41.7 percent of the population under age five, and 39.5 percent of public school enrollments. American Indians, Blacks, and Hispanics combined comprised only 24.2 percent of community college enrollments and 16.1 percent of public university enrollments.

As traditionally disadvantaged populations increase in size and move into the education system and work force, they will need both opportunity and success in education. Unless educational participation and outcomes are improved and made more uniform, current trends point to a slippage in educational attainment for California as a whole, resulting in disadvantages for these individuals and for the state in an increasingly competitive economic environment.

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DEMOGRAPHY AND EDUCATION IN CALIFORNIA



Sources: Indicated on previous tables.

SOURCES

Demographic data in this report were derived primarily from the 1980 U.S. Census. For a description of the specific sources (reports, data tapes) see: Norman S. Kaufman, et. al., The Changing Demographics of the Southwest: Data and Issues Relating to Minority Representation in Postsecondary Education in Seven Southwestern States (Boulder, CO: WICHE, 1983). This publication also contains definitions of the census categories for race/ethnicity, and the methods used to adjust those categories to separate Hispanic populations from White, non-Hispanic populations. The 1980 Census uses Spanish origin, which includes all racial groups of Spanish descent. Variations in the racial/ethnic categories and in reporting procedures used by different agencies mean, however, that care must be taken in comparing population data from different sources.

More recent U.S. Bureau of the Census publications used in this report include: State Population and Household Estimates to 1985, With Age and Components of Change (Series P-25, No. 998) and Projections of the Hispanic Population: 1983-2080 (Series P-25, No. 995). When not available from state agencies, state population projects were taken from the National Planning Association, Regional Economic Projections Series (Washington, D.C., 1986).

Data on school enrollments and high school graduates were collected from the appropriate state agencies. When not available, these data were taken from: U.S. Department of Education, Center for Education Statistics, Digest of Educational Statistics, 1987 (Washington, D.C.). Birth data were collected from state health agencies.

Postsecondary education data were derived primarily from "Fall Enrollment and Compliance Report of Institutions of Higher Education, 1984," (HEGIS XIX) and "Degrees and other Formal Awards Conferred Between July 1, 1984 and June 30, 1985," (HEGIS XX). Tables and graphs were prepared by WICHE and the National Center for Higher Education Systems (NCHEMS) using data tapes from the U.S. Department of Education. For more complete data and descriptions of these sources see: Shaping the Future of the Southwest: Background Materials on Minorities in Education and the Economy of the Southwest (Boulder, CO: WICHE, 1987). These sources were augmented in some cases using data provided by state higher education agencies, as indicated on specific graphs or tables.